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ABSTRACT

The spelling program described in this guide, piloted and evaluated by 40 teachers of the Rochester, Minnesota elementary school district, is based upon current research, sound linguistic principles, and studies that determine which words are most frequently used by children and adults in their written communication. The guide provides an overview of the spelling program, procedures for organizing the weekly spelling activities, and other components of the program. Guidelines for evaluating and reporting student progress, a scope and sequence chart for the spelling curriculum, and spelling lists for grades one through six are also included. Appendixes contain spelling progress charts for grades two to six, the Dolch Basic Sight Vocabulary, 100 spelling demons, homonyms, the Pollock Word List, prefixes, Greek roots, Latin roots, suffixes, and some successfully implemented spelling activities and games. (RL)

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SUCCESS IN SPELLING

A Course of Study

in

Spelling

for

Grades 1-6

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1977

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CS 204 938

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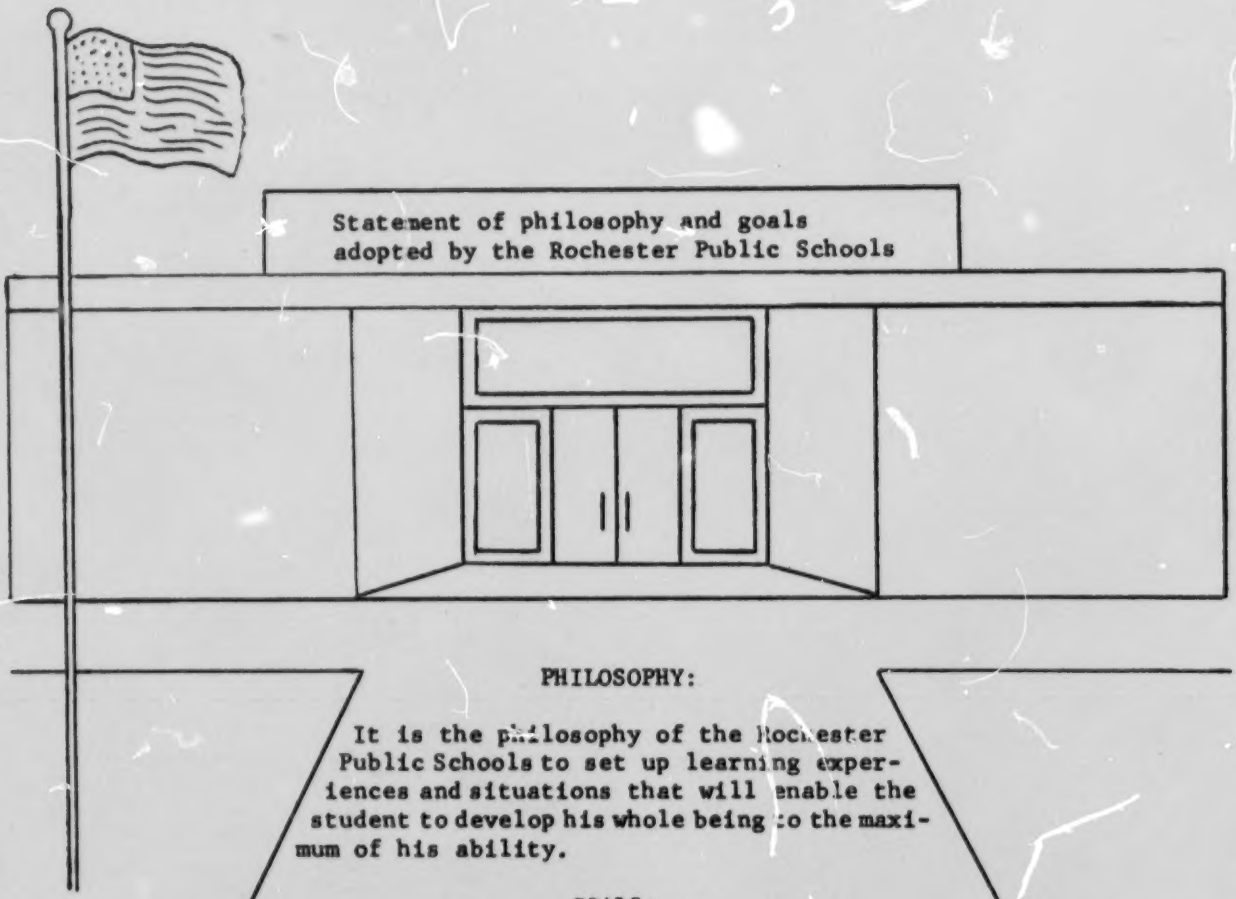

PHILOSOPHY:

It is the philosophy of the Rochester Public Schools to set up learning experiences and situations that will enable the student to develop his whole being to the maximum of his ability.

GOALS:

The attainment of this philosophy centers around these goals:

To stimulate a desire to learn
To help the child master the basic skills of learning
To develop the ability to work and play with others
To promote emotional stability and strengthen wholesome moral and spiritual behavior
To learn his capabilities and limitations
To develop and strengthen his ability to meet and solve problems of life
To contribute something worthwhile to society
To develop habits conducive to healthful and happy living
To develop worthy use of leisure time
To develop a sympathetic understanding and an awareness of the problems of the community, the nation, and the world
To develop a civic responsibility and be an active member of society
To develop an appreciation for the wise use and conservation of resources
To develop self-discipline
To develop a consciousness of personal grace and charm

MESSAGE TO TEACHERS

Although the teaching of spelling has been an important part of our elementary curriculum, very few changes have been made over the past decade in instructional materials and methods used in teaching spelling. In an effort to improve our program, to integrate the language arts, and to correlate spelling more closely with other written language skills, our district has developed and piloted its own spelling program. This new program should help our students demonstrate a higher degree of proficiency in spelling skills. This curriculum guide includes meaningful research in the teaching of spelling, procedures to follow in organizing your daily and weekly spelling program, word lists for each grade, and motivational activities in spelling. You will find this guide helpful as you plan your program and work with your students.

E. M. Walton
Ass't. Supt. for Instruction

ACKNOWLEDGMENTS

We are very appreciative of the efforts of the staff who piloted the materials and the new approach to spelling instruction, and who offered suggestions and ideas for the development of this curriculum guide.

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Elsie Volden, Grade 4
Kristy Watson, Grade 3
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Verna Wollin, Grade 6
Nancy Workman, Grade 2

The systematic development of the word lists in this spelling program was an arduous task requiring time, attention to detail, and a background in linguistic research and practice. The two individuals who assisted me in this project and who deserve special recognition for the important role they played in developing these lists are Dolores Cleveland, reading teacher at Edison and Folwell Schools, and Maureen Fitzgerald, sixth grade teacher at Franklin School.

Jerry D. Reynolds
English Language Arts Consultant

SUCCESS IN SPELLING

PHILOSOPHY AND OBJECTIVES

Spelling is one of the most important and practical communication skills used by children and adults alike. Regardless of which subject a student is studying in elementary or secondary school, or the vocation one enters upon graduation from high school, nearly every individual is required to demonstrate—on the job and in everyday experience—the ability to spell correctly those words most commonly used in written communication. Spelling, therefore, is classified as one of the "basic skills" which should be taught throughout all aspects of the elementary and secondary school curricula. Spelling instruction is an integral part of the writing, reading, speaking, and listening processes; moreover, spelling is a functional skill used by all individuals whenever they write. For this reason, every teacher is a teacher of spelling as well as of the other communication skills.

The spelling program of Rochester Elementary Schools is based upon current research, sound linguistic principles, and results of studies to determine which words are used most frequently by children and adults in their written communication. Forty elementary teachers have piloted and evaluated the approach outlined in this guide and adopted by our district. The basic goal of this spelling program is to teach children to spell correctly the words they use in writing—now and in the future. To achieve this objective, the program has four equally important goals:

- To improve the skill of learning how to spell by using a combination of methods tailored to the different rates of learning and learning modalities of children.
- To develop "spelling power" by helping children understand and apply phonetic and structural word patterns in new words students encounter on their own.
- To help children acquire confidence and independence in their spelling ability.
- To insure that children experience a high degree of success in a challenging but enjoyable learning activity.

The procedures outlined in the following pages and the word lists developed for this program will help achieve these goals for the students in our elementary schools.

OVERVIEW OF THE SPELLING PROGRAM

PROGRAM DESIGN

We have designed and written this spelling program for grades 1-6 to provide both a sequence of linguistic skills and the words used most frequently by children in their writing. The spelling curriculum includes 5,000 different words, 3,000 of which are contained in the "basic lists." These words form the foundation of the spelling program for all students. The remainder of the words are included in "stretch lists" designed not only to expand but to maintain spelling power for our students.

GRADE 1

The spelling program for grade 1 includes 190 words carefully selected on the basis of word frequency scales, our reading and special education programs, and writing samples of Rochester first graders. The grade 1 program also includes a number of basic word patterns to serve as a foundation for children to extend their spelling skills.

GRADES 2-6

Basic phonetic patterns are emphasized in grades 2 and 3. In grades 4 through 6, the emphasis shifts from phonetic word patterns to structural word patterns. It is very important to note, however, that in our program, every basic list of spelling words for grades 2-6, which are grouped by a phonetic or structural word pattern, contains only those words used most frequently by children in their writing at that grade level. This feature clearly differentiates our program from many other published programs.

WORD LISTS

Every grade level, 2-6, has 30 spelling lessons. Each lesson has two word lists: a "basic list" and a "stretch list." The basic list, which is designed for all students, is generally developed around a specific phonetic/structural pattern or a "word family." The stretch list, which is designed for children who demonstrate on the Day 1 pretest that they know most of the basic words, contains frequently used words which are not arranged by a particular linguistic pattern.

SEQUENCE OF WORD LISTS

The 30 lessons for each grade may be taught in any order. The teacher should determine the sequence by selecting the appropriate lesson to be studied each week. This selection should be based on such factors as the skills being taught in reading that week and the kinds of spelling problems children are having in their writing.

REPETITION OF WORDS

Many of the basic spelling patterns and the 1,000 high frequency-of-use words have been repeated throughout the program to insure mastery of these basic words. The table below explains why we have systematically repeated many of the 1,000 most commonly used words:

WORD FREQUENCY AND SPELLING INSTRUCTION

Frequency of Word Usage: Children[1] and Adults[2]

Number of Words	Percent Usage	Percent Gain in Use Per 1,000 Words
3	10%	--
10	25%	--
100	60%	--
1,000	89%	89%
2,000	95%	6%
3,000	97%	2%
4,000	98%	1%

The above table shows, for example, that 3 words (I, and, the) account for about 10% of all words children and adults use in their writing, and that 100 words account for about 60% of all words used in writing. These 100 words are included in our first grade spelling program. Likewise, 1,000 words account for about 89% of the words used by children and adults in their written communication. These 1,000 words, therefore, receive major emphasis in our program. "The important implication for the teacher is that each of the first 1,000 words is used more than forty-four times as often as those found in the third 1,000 words. A student to get the same usage would need to learn approximately forty-four of the third 1,000 words for each word learned in the first 1,000 words—a fact that is not taken into consideration when standardized tests are used to measure growth."[3]

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[1]Henry D. Rinsland, A Basic Writing Vocabulary of Elementary School Children, Macmillan Company, New York, 1945.

[2]Ernest Horn, A Basic Writing Vocabulary, University of Iowa, Iowa City, 1926.

[3]Ruel A. Allred, The Application of Research Findings, National Education Association, Washington, D.C., 1977.

APPLYING SPELLING RESEARCH

The nature of spelling instruction in most elementary and secondary schools does not reflect that publishers and educators have made a serious effort to improve spelling programs in light of research findings. As Walter Petty, who is recognized nationally as an authority in elementary language arts, has stated, ". . . much has been learned (about spelling), but the knowledge has not been used. The problem in spelling really is the application of what is known."

Following are some of the basic conclusions and research findings which have been used as a foundation for our program.[4]

1. Research findings for the past 50 years have shown that the test-study method is superior to the study-test method for most students. (Or as stated in another way by Walter Petty, "Finding out what a learner already knows before teaching is a teaching principle that is many years old—in all subject areas, not just spelling.")

2. Elementary school children should study the spelling words of highest frequency in child and adult writing.

3. Spelling games help to motivate students and stimulate their interest.

4. Research has consistently shown over the past 30 years that the single most important factor in learning how to spell is the child's correction of his/her spelling test, with the supervision of the teacher. Use of the pretest, with immediate correction by the child, accounts for about 95% of all learning that occurs in spelling. (Horn, 1947)

5. Because of the nature of the English language, most efforts to teach spelling exclusively by phonic rules are questionable.

6. The time allotment for spelling instruction should be between 60-75 minutes per week.

7. Research has shown that it is a more successful method to present spelling words in list form, initially, than to present words in sentence or paragraph form.

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[4]Robert J. Fitzsimmons, and Bradley M. Loomer, Improving Spelling Through Scientific Investigation, Iowa State Department of Public Instruction, Des Moines; University of Iowa, Iowa City, 1974.

Other research findings used to develop our program are as follows:[5]

8. Children are more motivated and much time is saved when each student is asked to study only those words not yet learned. These words are easily determined for each student by tests given before study.

9. When children know the meaning of words in a spelling lesson, they are more likely to use those words in their writing.

10. Frequent writing experiences help to maintain the student's ability to spell words correctly. This assumes that the teacher marks the misspelled words, encourages the child to correct these errors, and, therefore, learn from the mistakes.

11. Since correct spelling is an important aspect in all written work, a definite plan should be followed in correcting spelling mistakes. The evidence is clear that merely checking spelling errors has little benefit unless the student follows a procedure for learning how to spell the misspelled word.

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[5]Ernest Horn, Teaching Spelling: What Research Says to the Teacher, No. 3, National Education Association, Association of Classroom Teachers, Washington, D.C., 1954, 1968.

HOW TO STUDY SPELLING WORDS

Children benefit from a consistent method in learning how to study spelling words. The following procedure will be used in our spelling program and should be taught, retaught, and reviewed at every grade level. Teachers are encouraged to print the procedure on a chart, which is then placed in the classroom where all children can refer to it.

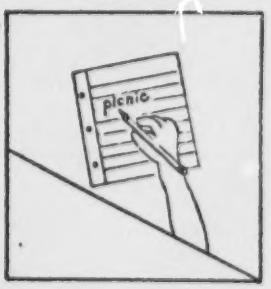
HOW TO STUDY A WORD

STEP 1: LOOK at the word carefully.

STEP 2: SAY the word aloud.

STEP 3: CLOSE your eyes and see the word as you spell it to yourself.

STEP 4: COVER the word and then write it.



STEP 5: CHECK the spelling (If the word is misspelled, return to STEP 1.)

TIME ALLOTMENT

Spelling, an integral part of the language arts block, shall be taught systematically each week. The time allotted to formal spelling instruction in grades 2-6 should not exceed 75 minutes per week. In fact, since this program offers a more efficient method for spelling instruction than the former program with workbooks, the amount of time could be profitably decreased. This "saved" time should allow children to write more frequently and should give teachers more time to read children's writing rather than to check spelling workbooks. Frequent writing experiences help children retain spelling skills through the use of these words in their written language. Spelling skills must be applied in all written work: the greater the application, the more likely the mastery of words.

WEEKLY PLAN

Several methods of scheduling time for spelling have been used successfully by teachers:

1. Three 25-minute periods on Day 1, Day 2, and Day 5
2. Four 20-minute periods on Day 1, Day 2, Day 3 or Day 4, and Day 5
3. Five 15-minute periods
4. Combination of the above

LEARNING MODALITIES

All individuals learn, but in different ways and at different rates. A language arts (spelling) program which recognizes this fact and provides for individual differences will help more children succeed in language (spelling) and acquire confidence in their ability to communicate (spell). Many individuals have a strong visual memory and can use this modality or strength to help them learn how to spell. Some children have an auditory modality; their primary strength is hearing the word, and perhaps their secondary modality is seeing the word. Still others, though not as many, learn primarily by writing the word (kinesthetic)—on paper or on their skin, in sand or on sandpaper—to help lock the word in their memory bank. Finally, some students require the support of linguistic patterns and a few basic spelling rules to help them learn how to spell words.

COMBINATION OF METHODS

The chances are greater for locking words permanently in a child's memory bank if a combination of the four methods is used in spelling instruction: seeing the whole word in the mind's eye, hearing the word in the mind's ear, writing the

word through the mind's hand, and recognizing that words can be grouped by linguistic patterns. Seldom does a child learn to spell a word in only one way; a combination of instructional methods works best.

Our spelling program integrates these four methods to accommodate the different learning modalities of students. For a teacher to include only three methods—or worse, only two methods—in the instructional program is to limit the chances of success for those children who may not have those particular learning modalities. Furthermore, emphasizing to the class only one approach to spelling—for example, devoting much time to spelling rules and patterns—limits the chances for many students who, because of their visual/auditory learning modality, do not require many rules and patterns to learn how to spell.

DIAGNOSIS

It is important that teachers diagnose the learning modalities of their students. Which ones are the visual learners, the ones who can see the word picnic in their mind's eye and can lock it in their memory bank? Which students, week after week, do poorly on the pretest but who, after the teacher works with them on the linguistic pattern used to group the words, improve considerably on the mastery test? Are there several students in the class who profit from writing the word several times on paper, using their finger to trace over the word on sandpaper, or writing parts of the word with different colors of crayon? It is helpful that the teacher recognizes his/her learning modality—for example, in spelling—in order to diagnose more effectively the learning modality of each child. Our expectation of a child's language development is predicated, in part, on the diagnosis of learning modalities.

RATE OF LEARNING

Adjustments in the rate of learning should then follow this diagnosis. The rate will vary from child to child. This factor requires that the teacher shorten or adjust the "basic list" for the child who requires more time to learn the basic words. It is more important that a child succeeds in mastering fewer words than fails in merely "covering" the basic list each week. On the other hand, those children who consistently do well on the "basic list" or who have very little difficulty in learning to spell the few words they miss on the Day 1 pretest should be given the "stretch list" to extend their spelling skills. The "stretch list" has been carefully designed to meet the needs of many children in each class who have the ability in spelling and who, therefore, can easily learn some or all of the "stretch words" each week.

COOPERATIVE EFFORTS FOR SUCCESS

Because many of our students receive supplemental help from Title I, reading, and SLBP teachers, it is essential that the classroom teacher and the supplemental teachers work closely together in spelling, as in the other language arts, to insure that these children are benefitting from a unified instructional approach in the language arts. It may be necessary in some cases to excuse a student from the regular spelling program because he/she is encountering frustration and failure in the basic list but is achieving some success in a tailored program the SLBP teacher has designed for that student. Likewise, the SLBP teacher should plan carefully with the teacher to see that the child's spelling program in the classroom coordinates with the SLBP instructional program. Ultimately, the child benefits from this team-approach to instruction.

In short, the student, not the spelling program, should be the focus of the learning process; materials and method should be tailored to the student, rather than our expecting all students to adapt to the regular spelling program. We as teachers owe this philosophy to the students in our charge; and when several teachers are working with the same child, they are obligated to work cooperatively to design the best program for that child.

PROCEDURES FOR ORGANIZING THE WEEKLY SPELLING PROGRAM

The following procedures serve as guidelines in organizing and presenting the daily and weekly spelling program.

Day 1

1. The teacher gives the students the pretest on the weekly basic word list, which they have <u>not</u> seen in advance.

   a. The teacher pronounces the word, uses it in a sentence, and repeats the word.

   b. The student writes the word on paper. Allow sufficient time but do not drag out this exercise. Neatness and good handwriting should be stressed.

   c. Immediately say the word again and spell it orally while the children check their own spelling. <u>Self-correction is essential</u>.

d. The teacher spells aloud and writes each word on the chalkboard or on an overhead projector transparency to reenforce the visual/auditory image of the word for the children. The teacher is also teaching handwriting skills in conjunction with spelling instruction.

e. If the child misspells the word, he/she crosses it out and writes the word correctly on the same line.

f. This procedure is followed for all words in the pretest.

2. Immediately following the pretest, the teacher takes no more than 5 minutes to present the linguistic pattern of the words in the list, if a pattern exists.

3. Then a quiet study period follows so that each child can study those words he/she missed. The children should use the procedure outlined in "How To Study A Word."

4. The children keep this test paper in their spelling notebook or spelling folder to study for the week and to review later in the year.

5. The teacher should regularly spot check the children's papers to see that they are correcting their own papers in a satisfactory manner.

Day 2

1. Students who miss too many words on the Day 1 pretest continue to study these words carefully.

2. It is generally recommended that students who, on the pretest, miss more than 25% of the basic words study those words rather than take the pretest on "stretch words." How well the students do on the mastery test will also determine whether to adjust the figure of 25%. Some students, for example, who miss more than 25% of the "basic words" on the pretest are competitive and capable learners who will master the words they misspelled in order to work on the "stretch words" each week. This motivation should be rewarded.

3. Students who did well on the Day 1 pretest are given a diagnostic test on the "stretch words." The same procedure should be followed as was used in administering the Day 1 pretest.

4. Students who take the pretest on "stretch words" should quietly study those words they missed on this test as well as any they missed on the Day 1 test.

Day 3 and Day 4

1. These two days can be used for short periods of motivational activities or spelling study. Refer to the Appendix in this guide and the English Language Arts Course of Study for ideas in spelling/language activities.

2. The teacher should reenforce visual, auditory, and kinesthetic skills during the spelling period. Moreover, students who rely heavily on the linguistic pattern presented in the week's list will benefit from the repetition of short follow-up lessons.

3. Depending on difficulty level of the week's list of words and the performance of the class on the pretest, the teacher may choose to give all students the mastery test over the basic words on Day 4 rather than on Day 5. This will allow time on Day 5 for the mastery test over the "stretch words."

4. Students will benefit from frequent writing experiences in which the spelling words are included within original sentences. This activity affords the teacher the opportunity to integrate spelling instruction with other language skills: punctuation, sentence structure, grammar, usage, capitalization, and handwriting.

5. The teacher may wish to review periodically with the class those words commonly misspelled in written language experiences.

6. Some teachers have found success in giving a mid-week practice test; however, this activity is optional.

7. Students who miss a pretest or mastery test because of absence will have time during the week for the teacher or another student to give them the make-up test. Since the test-study-test method is used in our program, students should not see the pretest words in advance.

Day 5

1. The teacher will give all students the mastery test over the basic word list. Follow the same procedure as was used for giving and checking the Day 1 pretest, but alter the order of the words.

2. When the teacher has found that some students consistently demonstrate mastery of the basic words on both the pretest and the mastery test, he/she may choose not to give the mastery test to these students every week.

3. The teacher will also give a mastery test over the "stretch words" to those students who pretested on Day 2. Follow the same procedure as outlined in #1 above.

4. Those students who misspell any words on the mastery test(s) should first write them correctly in their spelling notebook or folder. Then they should study these "problem" words immediately after the test. This cumulative list of misspelled words ("My Personal Spelling List") will include not only those words misspelled on mastery tests but also words misspelled in the child's written compositions and daily work in all subjects.

5. The teacher should regularly spot check the children's papers to see that they are correcting their own papers in a satisfactory manner.

OTHER COMPONENTS OF THE SPELLING PROGRAM

REVIEW TESTS

A review test on the basic words will be given every six weeks in grades 2-6. It is recommended that the teachers of grades 2 and 3 select 25 words for each review test from the previous six spelling lessons. Teachers of grades 4-6 should select no more than 50 words for the review test from the previous six spelling lessons. The review test should include those words commonly missed by students on the weekly tests as well as words that are difficult for children to remember. The review test should be a constructive learning experience, through which children learn the importance of memory skills.

The same procedure and schedule will be followed in administering the review tests as is used in giving the weekly tests. The students should continue to use the procedure outlined in "How To Study A Word." Words that are missed on the final review test should be added to the cumulative list of misspelled words ("My Personal Spelling List") in the spelling notebook or folder.

Weekly tests will not be given during the five weeks when the review tests are administered.

PERSONAL SPELLING NOTEBOOK

Each student will have a spelling notebook, with wide-line paper. This notebook will include the following items.

1. The weekly spelling tests, basic and stretch (pretests and mastery tests)

2. The review tests (pretests and mastery tests)

3. "My Personal Spelling List"

4. Spelling Progress Chart (optional) The teacher may choose to design a progress chart which is included in this notebook and on which the student records his/her progress during the year. Several examples are included in the Appendix of this guide.

5. New Words (optional) Students may be motivated to include in their notebooks additional words which they have encountered in their reading and which they would like to use in their writing.

MY PERSONAL SPELLING LIST

"My Personal Spelling List" will include the following items:

1. Words missed on the weekly spelling tests

2. Words missed on the five review tests

3. Words misspelled on written work in all subject areas

Each student's personal list will be different from others in the class. The words on this list should be a top priority for the student to study and to master during the year. The teacher will want to encourage students to keep their list current by crossing out those words which they have mastered. Progress on personal study lists should be checked periodically by the teacher.

LOTS OF WRITING

Children improve their writing skills by writing frequently. Also, children maintain and extend their spelling skills by doing a lot of spelling. Like any other skill, spelling gets rusty when it is not used very often. After all, the major reason for children learning to spell is to communicate their ideas clearly in writing. For example, when a child writes a story of about 170 words, this writing experience automatically reenforces or extends the spelling of 170 words. Indeed, this experience is the most practical and realistic "review test" the teacher can offer the child. If we are asking children to do some writing every day, the time devoted to instruction in spelling, punctuation, sentence structure, and handwriting will not be wasted, because these separate language skills can then be integrated and applied in a more meaningful way—writing stories, plays, poems, letters, and themes. Spelling skills should be seen in a broad context as really a means to the end of producing creative and competent writers.

THE DICTIONARY—A TOOL FOR SPELLING

Developing a readiness for using the dictionary as a resource for correct spelling should begin in first and second grade. Beginning in second grade, children need to develop the skill of alphabetizing in order to locate words in a dictionary. The teacher should encourage children to explore and check the possible variations of spellings for certain sounds until the correct spelling is found. Use of the pronounciation key, diacritical marks, syllabication, primary and secondary accents as an aid in developing efficient use of the dictionary should be stressed in the intermediate years. Through regular and effective use of the dictionay, children will develop an understanding of how this tool can help them become better spellers and, ultimately, better writers.

MOTIVATION AND SUCCESS

This program has been designed in such a way that children will succeed in spelling. Sometimes in education we overlook the principle that learning should be a successful and enjoyable experience. The fact that most children will succeed in demonstrating mastery of the basic spelling words each week should not be considered a weakness of the program, but rather the success of the students. Teachers should not yield to the temptation of making spelling a more difficult task just because so many children do well in the program. The same thing is true with all other aspects of the language arts program. Furthermore, the learning principle that success itself encourages further success is reflected in that feature of our program whereby students who do demonstrate mastery of most words on the "basic word" pretest can be challenged in a positive manner with the "stretch words." Experience has shown that many students strive to have the opportunity to study the "stretch words" each week.

THE TEACHER COUNTS

Teachers who have a positive attitude toward spelling and an enthusiastic approach in instruction engender within their students a similar attitude. The most common causes for poor spelling are the lack of motivation, the failure to apply the basic steps in studying a word, and the inability of the student to use his/her learning modality to advantage.

EVALUATING AND REPORTING STUDENT PROGRESS IN SPELLING

Being a good speller involves more than merely doing well on the weekly spelling tests. The teacher will evaluate progress in terms of not only how well the student performs in the regular spelling program, but also how effectively he/she applies good spelling habits in all written communication. The good speller is always conscious of his/her spelling—whether it be in writing a summary of a science experience, completing a social studies activity sheet, or writing a story in language arts. The total number of words taught in the spelling program is not as important as is the emphasis given to spelling whenever and wherever the student writes. The teacher's evaluation of each student's progress should reflect this fact.

Many schools use a checklist or written evaluation to report student progress to parents; other schools require the assignment of a grade in spelling. Regardless of the method for reporting the child's progress in spelling to parents, the basis for the report should be the result of both formal and informal evaluation. When grades are given in spelling, an oral conference and/or checklist will make the grade more meaningful for child and parents. The teacher may find it helpful to use the following guidelines as a basis for evaluating and reporting student progress in spelling:

1. The report and/or grade should reflect the child's <u>progress</u> in spelling, rather than only the child's performance in tests and written work.

2. The application of good spelling skills in all written communication is an important factor in evaluating student progress in spelling.

3. About 89% of the words children use in their writing are found in the first one thousand words and are included in our basic lists; therefore, a major factor in evaluation should be the degree to which the child demonstrates mastery of these basic words in tests and in written language.

4. The performance of students who study the stretch words will serve as an additional factor for evaluating their progress.

5. Though subjective in nature and difficult to measure, the effort demonstrated by the child to practice good spelling habits in all written work is a contributing factor to success in spelling.

6. Evidence of progress which is easily understood should be available to child and parents. The spelling notebook, progress charts, and examples of the child's frequent writing experiences filed in the composition folder will show the child's proficiency in spelling and in other written language skills.

7. Parents appreciate knowing ways in which they can assist their child in developing good spelling habits.

8. Evaluation should be a positive, not a punitive, practice: achievement is assessed and reported for purposes of helping the child improve in spelling.

SCOPE AND SEQUENCE CHART
FOR
SPELLING, GRADES 2-6

This chart has been designed to show the scope and sequence only of actual skill/concept lessons taught at each grade level. The words in each lesson contain other concepts in spelling and language as well as the specific skill being stressed.

PHONIC SKILLS — GRADES	2	3	4	5	6
Short Vowels		X	X	X	
Short a vowels	X				
Short e vowels	X				
Short i vowels	X				
Short o vowels	X				
Short u vowels	X				
Long Vowels		X	X	X	
Long a vowels	X	X	X		
Long e vowels	X	X	X		
Long i vowels	X	X	X		
Long o vowels	X	X	X		
Consonant Blends	X	X	X		
Double Consonants	X	X			
Consonant Digraph	X	X			
Vowels with r	X	X	X		X
Vowel Clusters oo - oo	X	X	X		
Vowel Clusters ow - ou	X	X	X		
Irregular Spellings, Silent Letters, Variants			X	X	X
Vowel Clusters ie - ei					X
Hard and Soft c and g	X	X		X	
Y Ending Words	X	X			
Y Ending (Singular and Plural)			X		
Multi-Syllables		X	X	X	X
vc/cv				X	
vc/v v/cv				X	
le				X	
STRUCTURAL SKILLS					
Ing Endings				X	X
Root plus ing	X	X			X
Dropping the e		X			X
Doubling final consonant			X		X
Plurals			X		
Root plus s	X				
Root plus s, es, ies			X	X	
Endings - er, ed, est		X	X	X	
Compounds	X	X	X	X	X
Contractions	X	X	X		
Abreviations			X	X	
Prefixes			X		X
Suffixes			X	X	X
LANGUAGE SKILLS					
Pattern					
Prepositions	X				
Connectors/Conjunctions				X	
Pronouns	X		X		
Verbs	X	X	X		
Nouns	X	X	X	X	
Adverbs		X	X		
Adjectives		X	X		
Possessives					X
Meaning					
Antonyms	X				
Homonyms		X	X	X	X
Utility					
Colors	X				
Foods	X				
Science	X				X
Math		X		X	X
Months, days, holidays		X	X	X	
Social studies					X
COMMON WORD LISTS*	X (2)	X (1)	X (2)	X (10)	X (11)

*The number in parentheses indicates the number of lessons in each grade devoted to "common words" (high frequency words).

SPELLING INSTRUCTION IN GRADE ONE

RATIONALE AND PROCEDURES

RATIONALE

Although a structured spelling program is not used in first grade, children begin developing spelling skills in their reading and writing experiences. "Spelling skills should, therefore, be taught in conjunction with other language arts." (ENGLISH LANGUAGE ARTS COURSE OF STUDY, GRADE 1) The time allotment provides for weekly instruction in spelling as an integral part of the language arts block in first grade.

When first graders begin to write their thoughts on paper early in the year, they rely heavily on their personal experiences and imaginations for the content of their stories. The vocabulary of their oral language, which is extended through reading instruction, is the basis for their written language vocabulary. The words which children use in their oral language and which they encounter in reading are the words children will use when they write their stories. The more frequently that children write stories and use these words, the more readily they lock the spelling of these words into their memory bank.

THE LIST

A "Basic List of Spelling Words for Grade One" has been developed to assist teachers in identifying the basic words which, by the end of first grade, the majority of first graders should be expected to use and spell correctly in their written language. These basic spelling words, which account for at least 85% of the words first graders use regularly in their written language, have been carefully selected in terms of children's oral and written language vocabulary, their reading instruction in first grade, and the elementary spelling curriculum. This list, therefore, is the basic spelling program in first grade.

SPELLING CHARTS AS AN OUTGROWTH OF CHILDREN'S WRITING

Early in the year the children will find it helpful if their teacher posts blank charts on classroom walls so that basic words can be listed as children ask for them during their written language experiences. It is important that this sequence be followed to insure that most of the basic words come from the children's writing rather than from a weekly list of spelling words. Words should be added in alphabetical sections to the spelling charts so that children see how words

are grouped in alphabetical order, and thus, acquire a readiness for understanding how to develop and use their personal dictionaries later in the year. Like handwriting charts, the spelling charts will give children immediate sight-access to the words they commonly use whenever they write. Moreover, seeing these words each day will help the children become very familiar with them.

When a child asks how to spell a basic word, the teacher and the child—with the attention of the class—add that word to the spelling chart on the wall. If children are writing frequently early in the year, the class will have developed by the beginning of the second semester a spelling list of frequently used words—a list which will include most of the words in the "Basic List of Spellings Words for Grade One."

SPELLING WORDS FROM CHILDREN'S WRITING

By the end of first grade, most children will be regularly using the basic words in their writing; therefore, the children will have most of these words locked in their memory bank. Children's writing experiences will, by necessity and in a natural way, produce the "Basic List of Spelling Words for Grade One." However, if a child is not using certain basic words, the teacher will initially want to encourage the child to use them in oral language. The child will also be regularly reading these words in the basal readers. With the teacher's encouragement, the child should be eager and ready to use these words naturally in written language experiences. Forcing the use of words, however, is unnatural and generally unproductive. The language skills of most first graders include these basic words in their oral and written sentences.

EASIER FOR CHILD AND TEACHER

The procedure in which the teacher adds new words to the basic list as the class needs them not only enables the children to locate quickly and spell correctly these common words, but also frees the teacher from the time-consuming and frustrating task of having to spell the same word for so many children during each writing experience. The teacher can better use this time to help children develop their ideas, to extend and punctuate their sentences, to assist children in spelling more difficult words they want to use, and most importantly, to encourage the children during the written language experience. The teacher's encouragement and expectations of children play an important part in langauge development.

In addition to the charts for the basic spelling words, the teacher may want to develop spelling charts for "special words." These charts may be shaped or color coded according to the words

on them—for example, winter words, color words, number words, animal words, and many others. These charts for special words can be used each year, whereas the charts of basic words should be developed each year so that each class can see their charts grow in response to their needs in spelling.

FROM CHARTS TO WORD BANKS TO DICTIONARIES

After many of the words have been written on wall charts, the children are ready to develop word banks, which they enjoy using. When the child's word bank reaches about 30 words, a personal dictionary can be developed. The child transfers the words from the wall charts and the word bank to a personal dictionary. Pages of the dictionary can be color coded to help children in locating words. Some teachers have made dictionaries for their students, allowing space on each page for the child to add words to this dictionary. The personal dictionaries serve as a natural transition into the use and understanding of regular dictionaries.

WORD PATTERNS

Soon after December the teacher will want to introduce the concept of word patterns to help children build upon the words they already know and, therefore, to expand their spelling skills. The key word in each pattern has been selected from the basic list, and three words are added to insure that the children are using high frequency words from their oral language.

ball - fall - tall - wall
big - dig - wig - pig
can - man - fan - ran
get - let - met - pet
not - hot - pot - lot
ride - hide - side - wide
cake - bake - lake - take
bed - fed - red - Ted

will - fill - pill - hill
like - bike - Mike - hike
run - fun - sun - bun
say - day - pay - may
look - book - took - hook
hit - bit - fit - sit
cat - bat - fat - hat
Dad - bad - had - sad

MEMORY CHECKS

During the second semester the children should have regular "memory checks" or tests over groups of basic words from the list. These words should have been introduced previously in reading and used frequently in writing. This activity not only will evaluate the degree to which the children have mastered these words but will develop and reenforce visual skills (seeing the whole word in the mind's eye), auditory skills (hearing the word in the mind's ear), and kinesthetic skills (writing the word through the mind's hand). Since

these memory checks are success oriented, the teacher will present them as a fun activity, thus reducing possible anxiety felt by some children. "The teacher's expectations and requirements will be in accordance with the ability of the child. Whatever procedures are used, spelling should be both challenging and enjoyable." (ENGLISH LANGUAGE ARTS COURSE OF STUDY, GRADE 1)

SELECTION OF BASIC SPELLING WORDS

The following sources have been used in developing the "Basic List of Spelling Words for Grade One": Edward W. Dolch, Dolch Basic Sight Vocabulary; Harris and Jacobson Word Frequency List; Laidlaw Reading Series, Levels 1-5; The New Iowa Spelling Scale; Henry D. Rinsland's A Basic Vocabulary of Elementary School Children; Reading/Spelling Guide, Rochester SLBP Program; and the stories of first grade children in Rochester Public Schools.

BASIC LIST OF SPELLING WORDS FOR GRADE ONE

A

about
after
all
am
and
are
around
as
at
away

B

baby
back
ball
be
bed
big
bird
black
blue
boat
book
box
boy
brown
but
by

C

cake
call
came
can
candy
can't
car
cat
coat
come
cow

D

Dad
daddy
day
did
do
dog
doll
don't
door
down

E

eat

F

fast
fat
father
feet
find
fish
five
for
from
fun
funny

G

game
gave
get
girl
give
go
good
got
green

H

had
happy
has
have
he
help
her
here
him
his
hit
home
hop
house
how

I

I
if
in
into
is
it

J

jump

K

know

L

last
let
like
little
long
look

M

made
make
man
many
may
me
men
Mom
mother
much
my

N

name
new
no
not
now

O

of
off
old
on
one
our
out
over

P

pet
play
put

R

rain
ran
read
red
ride
run

S

said
sat
saw
say
school
see
she
show
sit
sleep
so
some
soon
stop
sun

T

take
tell
thank
that
the
them
then
there
they
think
this
three
time
to
too
took
top
toy
train
tree
two

U

under
up
us

V

very

W

want
was
way
we
went
were
what
when
white
who
why
will
wish
with
work

Y

yellow
yes
you
your

The following words are drawn from the Ginn Reading Program, Levels 2-4.
Most of these words also appear on the "Basic List of Spelling Words for Grade One."

	Level		Level
a	2	let	4
am	4	like	3
are	3	little	3
at	2	look	2
away	4		
		man	4
ball	4	me	3
big	4	mother	3
book(s)	3		
boy	4	no	2
but	3	not	2
		old	4
can	2		
come	3	play	4
Dad	4	ran	4
did	4	ride(s)	2, 3
do	3	run(s)	2, 3
dog	4		
		said	2
eat	3	say	4
		see	3
fast	3	stop	2
for	4		
fox	4		
from	4	the	2
funny	4	they	4
		this	2
get	2	to	3
go	4	too	4
goat(s)	4		
		want(ed)	3
he	4	we	2
help	2	what	3
here	2	who	4
		will	2
I	3	with	3
in	4		
is	2	yes	2
it	3	you	3

GRADE 2

SPELLING LESSONS

LESSON 1

Basic List	Stretch List
Short a Words	
1. had	1. calls
2. and	2. ill
3. am	3. boxes
4. gas	4. ends
5. hat	5. carts
6. nap	6. wed
7. fat	7. mar
8. sat	8. cane
9. tag	9. hem
10. ran	10. lose
11. as	11. sack
12. an	12. buy
13. that	13. pans
14. has	14. chum
15. lap	15. melt

LESSON 2

Basic List	Stretch List
Short i Words	
1. it	1. pal
2. is	2. cuts
3. in	3. beg
4. dim	4. add
5. six	5. case
6. live	6. map
7. tin	7. sad
8. rid	8. bag
9. did	9. bat
10. lip	10. tap
11. win	11. age
12. hid	12. lad
13. bit	13. bones
14. pin	14. track
15. if	15. Dad

LESSON 3

Basic List	Stretch List
Short o Words	
1. on	1. gets
2. stop	2. cows
3. not	3. kiss
4. lock	4. dime
5. box	5. clay
6. pot	6. dip
7. top	7. slid
8. rob	8. brand
9. lot	9. fail
10. got	10. fit
11. hogs	11. draw
12. doll	12. penny
13. bob	13. fix
14. Mom	14. rip
15. log	15. twin

LESSON 4

Basic List	Stretch List
Short e Words	
1. yes	1. date
2. ten	2. flag
3. bed	3. dot
4. bet	4. heads
5. set	5. even
6. let	6. furs
7. pen	7. scrub
8. leg	8. gives
9. wet	9. mob
10. went	10. past
11. yet	11. ox
12. get	12. jars
13. met	13. boats
14. pet	14. grade
15. fed	15. job

LESSON 5

Basic List	Stretch List
Short u Words	
1. fun	1. finds
2. runs	2. I'll
3. bud	3. hole
4. gun	4. pass
5. mud	5. feeds
6. but	6. dine
7. bus	7. hug
8. dug	8. adding
9. cut	9. flew
10. cup	10. flame
11. must	11. bind
12. rug	12. hut
13. tub	13. sink
14. just	14. clamp
15. dust	15. bump

LESSON 6

Basic List	Stretch List
Consonant Blend Words	
1. spell	1. chirp
2. brother	2. deep
3. played	3. sting
4. blow	4. lit
5. ask	5. den
6. snow	6. bid
7. drop	7. banks
8. sled	8. supper
9. best	9. rust
10. fast	10. rocks
11. last	11. kit
12. nest	12. joke
13. sold	13. makes
14. grand	14. fund
15. spot	15. guns

LESSON 7

Basic List	Stretch List
Science Words (Animals, Birds, Insects)	
1. cat	1. caps
2. cow	2. weed
3. dog	3. tide
4. rat	4. clear
5. hen	5. spark
6. horse	6. bells
7. pig	7. rest
8. bear	8. vine
9. goat	9. dark
10. fox	10. ways
11. mouse	11. day's
12. duck	12. dinner
13. pony	13. mother's
14. bee	14. seems
15. ant	15. stake

LESSON 8

Basic List	Stretch List
Consonant Blend Words (nk-nd-ng-mp-lk)	
1. hand	1. firm
2. band	2. nod
3. sand	3. keys
4. land	4. four
5. hang	5. lunch
6. talk	6. girl's
7. bank	7. solo
8. end	8. dock
9. jump	9. stove
10. send	10. feed
11. wind	11. ink
12. wing	12. pins
13. sang	13. it's
14. sunk	14. rag
15. silk	15. role

LESSON 9

Basic List	Stretch List
Pronouns	
1. you	1. bake
2. he	2. dog's
3. my	3. rub
4. we	4. list
5. she	5. likes
6. me	6. lump
7. her	7. blade
8. him	8. next
9. his	9. rate
10. I	10. gate
11. they	11. one
12. us	12. lots
13. our	13. base
14. your	14. ape
15. them	15. trade

LESSON 10

Basic List	Stretch List
Double Consonant Words	
1. will	1. here
2. ball	2. anyone
3. all	3. bib
4. well	4. goats
5. puff	5. beat
6. bill	6. cups
7. hill	7. jerk
8. hall	8. games
9. small	9. wag
10. Miss	10. peak
11. tell	11. mop
12. fall	12. cork
13. bell	13. slam
14. tall	14. tonight
15. wall	15. rod

Basic List	Stretch List
k, c, and ck Pattern Words	
1. cap	1. looks
2. can	2. plays
3. back	3. rides
4. pick	4. spring
5. color	5. claw
6. lick	6. chime
7. camp	7. slant
8. card	8. pens
9. bike	9. guess
10. seek	10. perch
11. sick	11. chew
12. can't	12. cuff
13. sacks	13. mask
14. trick	14. rash
15. neck	15. crook

LESSON 12

Basic List	Stretch List
Long i Words	
1. like	1. fires
2. time	2. harm
3. ride	3. itch
4. find	4. tar
5. pine	5. wool
6. five	6. cube
7. fly	7. lane
8. size	8. shark
9. pie	9. grin
10. I	10. port
11. hide	11. forms
12. ice	12. mill
13. line	13. jeep
14. tie	14. brag
15. times	15. rush

LESSON 13

Basic List	Stretch List
Long a Words	
1. may	1. bills
2. came	2. stays
3. way	3. keeps
4. hay	4. trips
5. lake	5. nail
6. make	6. wink
7. play	7. plant
8. name	8. birds
9. gay	9. maps
10. say	10. canning
11. gave	11. rent
12. tame	12. farms
13. game	13. seat
14. same	14. think
15. take	15. cook

LESSON 14

Basic List	Stretch List
Long e Words	
1. see	1. lamp
2. three	2. pant
3. feet	3. kid
4. keep	4. parts
5. meet	5. lame
6. peep	6. nests
7. be	7. oil
8. eat	8. sons
9. seen	9. sake
10. seed	10. things
11. sleep	11. long
12. seem	12. sale
13. week	13. helps
14. wee	14. named
15. being	15. stock

LESSON 15

Basic List	Stretch List
Long o Words	
1. no	1. cast
2. so	2. towns
3. home	3. post
4. open	4. loved
5. toe	5. shows
6. low	6. ate
7. fold	7. nose
8. goes	8. trap
9. most	9. bend
10. over	10. nice
11. oh	11. having
12. coat	12. best
13. boat	13. songs
14. told	14. rooms
15. slow	15. ship

LESSON 16

Basic List	Stretch List
o͝o - o͞o Pattern Words	
1. book	1. across
2. look	2. ear
3. took	3. showing
4. wood	4. saves
5. boot	5. willing
6. hook	6. rail
7. hood	7. thing
8. moon	8. reading
9. room	9. cord
10. soon	10. banking
11. too	11. telling
12. zoo	12. bars
13. school	13. holding
14. food	14. rings
15. noon	15. art

LESSON 17

Basic List	Stretch List
y Ending Words	
1. baby	1. bent
2. by	2. spent
3. daddy	3. clip
4. only	4. mug
5. silly	5. chicks
6. happy	6. smash
7. very	7. park
8. why	8. lend
9. city	9. strap
10. any	10. tend
11. many	11. mark
12. fly	12. bench
13. try	13. ring
14. cry	14. crust
15. money	15. shed

LESSON 18

Basic List	Stretch List
Compound Words	
1. into	1. uptown
2. today	2. doorway
3. cowboy	3. write
4. become	4. sometimes
5. ago	5. beside
6. cannot	6. bedtime
7. snowman	7. indoors
8. away	8. vow
9. upon	9. schoolhouse
10. maybe	10. becomes
11. forget	11. overlook
12. sometime	12. grow
13. alike	13. playhouse
14. upset	14. gown
15. income	15. tablet

LESSON 19

Basic List	Stretch List
Consonant Digraph Words (sh-ch-th-~~TH~~-wh)	
1. this	1. pull
2. the	2. trees
3. what	3. letter
4. much	4. call
5. when	5. stool
6. other	6. clap
7. dish	7. toss
8. show	8. mane
9. both	9. socks
10. shop	10. jet
11. chop	11. stall
12. then	12. takes
13. when	13. sob
14. thank	14. beet
15. wish	15. bull

LESSON 20

Basic List	Stretch List
Vowel + r Words	
1. car	1. seesaw
2. bird	2. weeks
3. mother	3. glad
4. father	4. china
5. brother	5. wings
6. sister	6. hard
7. under	7. chat
8. card	8. wells
9. farm	9. hear
10. are	10. rabbits
11. for	11. hills
12. far	12. drove
13. or	13. ray
14. corn	14. miss
15. fork	15. horses

LESSON 21

Basic List	Stretch List
ow - ou Pattern Words	
1. now	1. dolly
2. out	2. there
3. how	3. hands
4. our	4. stores
5. down	5. crib
6. owl	6. ton
7. house	7. night
8. town	8. chunk
9. clown	9. tramp
10. out	10. walls
11. round	11. neat
12. sound	12. trim
13. ouch	13. wax
14. growl	14. mills
15. mouth	15. tar

LESSON 22

Basic List Common Words	Stretch List
1. pat	1. toy
2. do	2. knows
3. of	3. doors
4. help	4. lands
5. saw	5. inn
6. some	6. schools
7. till	7. woods
8. was	8. note
9. from	9. beds
10. know	10. eggs
11. hers	11. news
12. been	12. jacks
13. want	13. words
14. who	14. brings
15. mad	15. coats

LESSON 23

Basic List	Stretch List
Plural Nouns	
1. boys	1. looked
2. days	2. one's
3. dogs	3. wants
4. balls	4. falls
5. cars	5. legs
6. houses	6. key
7. bags	7. says
8. cows	8. lines
9. dolls	9. walks
10. hens	10. pants
11. pigs	11. odd
12. cans	12. pool
13. bats	13. snowed
14. hats	14. pulls
15. toys	15. oxen

LESSON . 24

Basic List	Stretch List
Verbs	
1. love	1. works
2. sing	2. comes
3. read	3. wanted
4. dig	4. sets
5. hit	5. have
6. fell	6. sees
7. drag	7. tops
8. lost	8. eats
9. pay	9. rains
10. mix	10. plans
11. said	11. rolls
12. die	12. joke
13. put	13. stump
14. lives	14. sell
15. work	15. done

LESSON 25

Basic List	Stretch List
Verbs + ing Words	
1. looking	1. girls
2. seeing	2. arm
3. going	3. cone
4. playing	4. somehow
5. doing	5. sunny
6. calling	6. swing
7. ringing	7. tent
8. cooking	8. tells
9. falling	9. than
10. feeding	10. maple
11. flying	11. third
12. milking	12. sleeping
13. helping	13. tail
14. feeling	14. traps
15. missing	15. lift

LESSON 26

Basic List	Stretch List
Color Words	
1. red	1. light
2. black	2. class
3. green	3. hits
4. blue	4. hatch
5. yellow	5. water
6. white	6. father's
7. brown	7. jug
8. tan	8. blues
9. gold	9. Monday
10. gray	10. sift
11. purple	11. riding
12. pink	12. dam
13. orange	13. neatly
14. silver	14. puts
15. colors	15. plus

LESSON 27

Basic List	Stretch List
Common Words	
1. spelling	1. bands
2. after	2. slip
3. more	3. foods
4. air	4. under
5. joy	5. barn
6. year	6. salt
7. ears	7. carry
8. oven	8. hold
9. row	9. eye
10. lay	10. coming
11. dear	11. dress
12. fill	12. pea
13. lets	13. man's
14. eyes	14. brook
15. hurt	15. file

LESSON 28

Basic List

Prepositions

1. to the door
2. at the store
3. up the tree
4. for the crow
5. on the fan
6. by the desk
7. in the jar
8. with the ax
9. off the mat
10. into the pan

Stretch List

1. funny
2. kitten
3. gift
4. seeds
5. pup
6. bath
7. inside
8. seats
9. cats
10. rope
11. damp
12. pets
13. brick
14. sings
15. thin

NOTE: Students should be asked to write the entire phrase and should be evaluated on the spelling of all words in each phrase.

LESSON 29

Basic List	Stretch List
Food Words	
1. jam	1. bees
2. egg	2. goods
3. milk	3. ducks
4. ham	4. steps
5. cake	5. lie
6. gum	6. wig
7. bread	7. opens
8. apple	8. cakes
9. pop	9. booklet
10. nut	10. limp
11. butter	11. stops
12. soda	12. jumps
13. tea	13. outside
14. meat	14. ones
15. fish	15. above

LESSON 30

Basic List	Stretch List
Antonyms	
1. good	1. name
2. big	2. sits
3. boy	3. lakes
4. come	4. catch
5. bad	5. right
6. little	6. winds
7. go	7. champ
8. stop	8. chin
9. girl	9. never
10. old	10. own
11. new	11. glass
12. black	12. rim
13. white	13. choke
14. run	14. churn
15. walk	15. loves

GRADE 3

LESSON 1

SPELLING LESSONS

Basic List	Stretch List
Short Vowel Words	
1. plan	1. flat
2. pond	2. under
3. glad	3. pack
4. plant	4. painter
5. flag	5. lark
6. snap	6. tons
7. act	7. aid
8. skin	8. pile
9. trip	9. point
10. drop	10. fact
11. step	11. talk
12. slip	12. wooden
13. stand	13. pork
14. sled	14. sir
15. stamp	15. torn
16. spend	16. alarm
17. truck	17. passing
18. crop	18. dare
19. drum	19. ages
20. brick	20. skip

LESSON 2

Basic List	Stretch List
Double Consonant Words	
1. small	1. missing
2. full	2. added
3. pull	3. felt
4. add	4. pump
5. pass	5. sleeps
6. sell	6. anymore
7. less	7. meeting
8. swell	8. slowly
9. spell	9. arch
10. buzz	10. train
11. ill	11. taken
12. class	12. rage
13. kill	13. often
14. glass	14. tribe
15. still	15. keeper
16. dress	16. wage
17. grass	17. tone
18. smell	18. watered
19. press	19. tent
20. boss	20. smiling

LESSON 3

Basic List

Long i Words

1. mine
2. rice
3. line
4. price
5. wire
6. wipe
7. wife
8. wide
9. file
10. life
11. hike
12. pipe
13. tire
14. fire
15. smile
16. wise
17. fine
18. rise
19. kite
20. ripe

Stretch List

1. use
2. bolt
3. filled
4. skill
5. arise
6. packing
7. mailed
8. ahead
9. badly
10. mild
11. frank
12. hits
13. push
14. task
15. tooth
16. unhappy
17. zone
18. tried
19. training
20. build

LESSON 4

Basic List	Stretch List
Long a Words	
1. stay	1. bud
2. grade	2. deed
3. paper	3. logs
4. same	4. clap
5. rain	5. real
6. player	6. rank
7. gray	7. thinks
8. pray	8. mice
9. sail	9. beard
10. say	10. stunt
11. wait	11. trail
12. tray	12. frog
13. snake	13. locked
14. later	14. selling
15. paint	15. turned
16. cave	16. drug
17. mail	17. lucky
18. save	18. grandma
19. rake	19. marry
20. paid	20. vast

LESSON 5

Basic List	Stretch List
Long e Words	
1. need	1. print
2. sweet	2. march
3. seat	3. rock
4. clean	4. bunk
5. feed	5. shame
6. lead	6. leading
7. teeth	7. male
8. street	8. delay
9. neat	9. quick
10. wheat	10. workers
11. teacher	11. fame
12. seeds	12. meets
13. beef	13. item
14. bean	14. strings
15. dream	15. years
16. feel	16. shake
17. sheet	17. meetings
18. beat	18. bother
19. team	19. letters
20. key	20. sheets

LESSON 6

Basic List	Stretch List
Long i Words	
1. night	1. wheels
2. might	2. father
3. light	3. classes
4. try	4. clearing
5. high	5. files
6. vine	6. sway
7. wild	7. cloud
8. kind	8. even
9. mind	9. least
10. blind	10. bride
11. sight	11. birth
12. tight	12. heat
13. flight	13. filling
14. sigh	14. drinking
15. July	15. fate
16. why	16. hoped
17. sky	17. join
18. knife	18. earth
19. dry	19. lamps
20. tiny	20. space

LESSON 7

Basic List	Stretch List
Long o Words	
1. most	1. world
2. both	2. longer
3. hold	3. horseback
4. awoke	4. lion
5. cone	5. code
6. almost	6. tube
7. glow	7. soil
8. flow	8. shooting
9. jokes	9. fled
10. hose	10. main
11. omit	11. hunter
12. smoke	12. colors
13. roll	13. hated
14. soda	14. sisters
15. soap	15. balloon
16. spoke	16. diving
17. zero	17. harder
18. vote	18. happens
19. pole	19. chart
20. colt	20. splash

LESSON 8

Basic List	Stretch List
Long Vowel Pattern Words	
1. note	1. floor
2. rose	2. hog
3. hope	3. knows
4. drove	4. bookkeeping
5. rope	5. men's
6. bone	6. meal
7. woke	7. lists
8. hole	8. snows
9. close	9. flock
10. age	10. mass
11. date	11. rack
12. stone	12. louder
13. cane	13. beam
14. bake	14. crossing
15. late	15. tease
16. safe	16. kick
17. state	17. sending
18. wave	18. crook
19. hate	19. laugh
20. gate	20. sheds

LESSON 9

Basic List	Stretch List
Vowel + r Words (är, ôr)	
1. hard	1. understand
2. born	2. cookies
3. inform	3. weekend
4. form	4. dressed
5. sport	5. bathing
6. short	6. easy
7. storm	7. ever
8. sort	8. charge
9. word	9. hind
10. bark	10. dressing
11. mark	11. blast
12. star	12. lamb
13. park	13. thanked
14. start	14. gang
15. part	15. given
16. march	16. drift
17. art	17. clothing
18. arm	18. cost
19. garden	19. killed
20. barn	20. enter

LESSON 10

Basic List	Stretch List
Vowel + r Words (ér)	
1. first	1. homes
2. were	2. driver
3. hers	3. hoe
4. third	4. eaten
5. dirt	5. thanking
6. under	6. robe
7. church	7. indeed
8. burning	8. stage
9. hurt	9. dwell
10. turn	10. charming
11. herd	11. weekly
12. birthday	12. closed
13. sure	13. insist
14. cover	14. twice
15. finger	15. killing
16. girl	16. blowing
17. shirt	17. howl
18. curl	18. lights
19. fur	19. leaves
20. return	20. blanks

LESSON 11

Basic List	Stretch List
o͝o - o͞o Words	
1. school	1. strip
2. noon	2. kept
3. moon	3. platform
4. pool	4. fry
5. fool	5. pairs
6. cool	6. hearing
7. shoot	7. dresses
8. tool	8. picking
9. root	9. crossed
10. mood	10. host
11. spoon	11. depth
12. roof	12. drain
13. hook	13. flashlight
14. stood	14. headed
15. blew	15. fished
16. took	16. bond
17. foot	17. poles
18. cook	18. growing
19. wool	19. extra
20. shook	20. draw

LESSON 12

Basic List	Stretch List
ow - ou Pattern Words	
1. round	1. poor
2. town	2. none
3. brown	3. windmill
4. out	4. pages
5. found	5. thrust
6. mouth	6. listing
7. power	7. fight
8. pound	8. beach
9. outfit	9. nailed
10. south	10. draft
11. flower	11. papers
12. sound	12. players
13. crown	13. lakes
14. down	14. grip
15. shout	15. fears
16. plow	16. better
17. clown	17. posted
18. mouse	18. formed
19. ground	19. cork
20. now	20. stoop

LESSON 13

Basic List	Stretch List
Consonant Blend Words (ng-nk)	
1. think	1. thus
2. thing	2. finding
3. thank	3. belt
4. drink	4. pains
5. spring	5. jail
6. sing	6. notes
7. strong	7. tied
8. swing	8. fireplace
9. long	9. trace
10. bring	10. kitty
11. ink	11. rested
12. tank	12. drawing
13. pink	13. needs
14. blank	14. beans
15. sank	15. posters
16. string	16. strike
17. song	17. glove
18. king	18. dresser
19. junk	19. golf
20. skunk	20. whoever

LESSON 14

Basic List	Stretch List
c and g Pattern Words	
1. city	1. flash
2. cent	2. vice
3. nice	3. lined
4. count	4. carload
5. contest	5. event
6. cold	6. lower
7. carry	7. trash
8. care	8. war
9. cart	9. reported
10. large	10. changed
11. page	11. camping
12. place	12. slipping
13. face	13. held
14. give	14. heel
15. cage	15. shift
16. going	16. oranges
17. gone	17. burn
18. game	18. orders
19. guess	19. feast
20. gift	20. mend

LESSON 15

Basic List	Stretch List
y Ending Words	
1. any	1. miles
2. very	2. honey
3. only	3. farther
4. story	4. lovely
5. many	5. alive
6. every	6. buyer
7. lady	7. please
8. party	8. hooks
9. hurry	9. checks
10. penny	10. raining
11. candy	11. shell
12. early	12. behold
13. carry	13. hung
14. sorry	14. remark
15. pretty	15. bless
16. happy	16. drinks
17. funny	17. shave
18. handy	18. temper
19. ready	19. owns
20. puppy	20. hello

LESSON 16

Basic List	Stretch List
Consonant Digraph Words (wh-th-~~TH~~)	
1. who	1. calf
2. tenth	2. bound
3. these	3. cards
4. with	4. cents
5. bath	5. painted
6. than	6. crying
7. which	7. dances
8. when	8. loving
9. thick	9. wander
10. what	10. fort
11. where	11. carpenter
12. whip	12. bloom
13. while	13. mate
14. path	14. risk
15. wheel	15. raw
16. cloth	16. partly
17. those	17. raincoat
18. there	18. cross
19. therein	19. camel
20. thin	20. spear

LESSON 17

Basic List	Stretch List
Consonant Digraph Words (sh-ch)	
1. sheep	1. trying
2. ship	2. per cent
3. child	3. body
4. shall	4. prices
5. shells	5. printing
6. shop	6. steep
7. wash	7. arose
8. children	8. faces
9. cash	9. rates
10. inch	10. cares
11. each	11. readers
12. catch	12. hunting
13. such	13. lard
14. chair	14. bringing
15. fresh	15. recent
16. lunch	16. stuck
17. shoe	17. starts
18. chose	18. snore
19. bunch	19. spite
20. rich	20. regarding

LESSON 18

Basic List	Stretch List
Compound Words	
1. someone	1. wine
2. sometime	2. rolling
3. something	3. yell
4. somehow	4. pretend
5. somewhat	5. boil
6. somewhere	6. finest
7. everything	7. whole
8. everywhere	8. beating
9. everyone	9. troop
10. anyone	10. steel
11. anyway	11. corner
12. anywhere	12. silver
13. anything	13. tender
14. today	14. tax
15. outside	15. aside
16. nobody	16. stole
17. upon	17. tasted
18. good-by	18. turns
19. railroad	19. visit
20. bedroom	20. remarks

LESSON 19

Basic List	Stretch List
Homonyms	
1. ate eight	1. lone
2. deer dear	2. grows
3. our hour	3. bags
4. road rode	4. handed
5. here hear	5. cheer
6. bee be	6. landing
7. see sea	7. placed
8. week weak	8. golden
9. sum some	9. order
10. right write	10. treat
11. one won	11. roses
12. wood would	12. thought
13. sun son	13. shown
14. blew blue	14. ha
15. knew new	15. chest
16. no know	16. singer
17. meet meat	17. handling
18. cent sent	18. front
19. by buy	19. wished
20. to too two	20. switch

NOTE: Students should be asked to write all words and should be evaluated on correct spelling of entire list of words.

LESSON 20

Basic List	Stretch List
Compound Words	
1. afternoon	1. grades
2. forgot	2. aunt
3. daylight	3. trap
4. bedtime	4. airplane
5. without	5. bearing
6. upset	6. depart
7. football	7. barks
8. snowball	8. brass
9. snowman	9. staying
10. daytime	10. acting
11. overlook	11. whatever
12. workshop	12. streets
13. sidewalk	13. club
14. inside	14. tires
15. grandmother	15. spoil
16. grandfather	16. turning
17. everybody	17. walked
18. mailbox	18. spill
19. sunset	19. transport
20. outline	20. reports

LESSON 21

Basic List	Stretch List
Contractions	
1. don't	1. banker
2. can't	2. good-night
3. I'm	3. baked
4. won't	4. link
5. they've	5. grace
6. we'll	6. learn
7. she's	7. treated
8. I'll	8. clear
9. didn't	9. true
10. I've	10. sober
11. it's	11. travel
12. o'clock	12. helmet
13. he's	13. desks
14. that's	14. laying
15. there's	15. thereby
16. let's	16. softly
17. what's	17. forever
18. here's	18. hardest
19. how's	19. folder
20. I'd	20. bounce

LESSON 22

Basic List	Stretch List
Nouns	
1. God	1. paying
2. eye	2. maker
3. grain	3. listed
4. letter	4. chapter
5. picnic	5. pencil
6. robin	6. planting
7. fence	7. check
8. river	8. itself
9. women	9. moreover
10. frost	10. playmate
11. clock	11. mixed
12. lamp	12. former
13. evening	13. nails
14. people	14. warn
15. bottle	15. climb
16. plate	16. marked
17. head	17. stroke
18. beach	18. means
19. mile	19. listen
20. desk	20. month

LESSON 23

Basic List	Stretch List
When and Where Words	
1. Sunday	1. lips
2. Sun.	2. lime
3. Monday	3. picked
4. Mon.	4. relate
5. Tuesday	5. mailing
6. Tues.	6. mar
7. Wednesday	7. dance
8. Wed.	8. lining
9. Thursday	9. self
10. Thurs.	10. agent
11. Friday	11. naming
12. Fri.	12. lane
13. Saturday	13. schoolmate
14. Sat.	14. meals
15. summer	15. paw
16. winter	16. parted
17. west	17. railway
18. north	18. pipes
19. south	19. meantime
20. east	20. scrap

LESSON 24

Basic List	Stretch List
Adjectives (er, est endings)	
1. colder	1. suit
2. coldest	2. invite
3. warmer	3. washed
4. warmest	4. reads
5. smaller	5. noted
6. smallest	6. seal
7. higher	7. chase
8. highest	8. living
9. older	9. member
10. oldest	10. opening
11. faster	11. needed
12. fastest	12. dart
13. larger	13. marched
14. largest	14. colored
15. bigger	15. rainbow
16. biggest	16. tools
17. stronger	17. shore
18. strongest	18. tennis
19. taller	19. stones
20. tallest	20. selfish

LESSON 25

Basic List	Stretch List
Verbs with ing Endings	
1. willing	1. locked
2. helping	2. water
3. asking	3. teaching
4. reading	4. behalf
5. walking	5. fisherman
6. working	6. sailing
7. playing	7. straw
8. talking	8. spoons
9. keeping	9. range
10. jumping	10. dash
11. eating	11. reach
12. pulling	12. mirror
13. thinking	13. skins
14. singing	14. rented
15. sleeping	15. standing
16. washing	16. pays
17. farming	17. starting
18. wishing	18. holes
19. fishing	19. tables
20. cleaning	20. shipment

LESSON 26

Basic List			Stretch List
ing Ending Words (Dropping the e)			
1.	ride	riding	1. hopes
2.	come	coming	2. deal
3.	have	having	3. holder
4.	hope	hoping	4. dame
5.	move	moving	5. baskets
6.	care	caring	6. ending
7.	close	closing	7. rather
8.	like	liking	8. rained
9.	take	taking	9. because
10.	drive	driving	10. ships
11.	give	giving	11. hairs
12.	hide	hiding	12. races
13.	make	making	13. holy
14.	slide	sliding	14. shoes
15.	hike	hiking	15. leap
16.	bake	baking	16. stamped
17.	date	dating	17. sane
18.	dine	dining	18. stands
19.	save	saving	19. lean
20.	bite	biting	20. tear

NOTE: Students should be asked to write both words and should be evaluated on correct spelling of all words.

LESSON 27

Basic List		Stretch List	
Verbs + ed Words			
1.	saved	1.	liked
2.	named	2.	bears
3.	loved	3.	closer
4.	lasted	4.	dated
5.	used	5.	rolled
6.	wanted	6.	rear
7.	worked	7.	sash
8.	started	8.	pulled
9.	showed	9.	tears
10.	pleased	10.	covering
11.	opened	11.	everyday
12.	moved	12.	pushed
13.	lived	13.	scare
14.	ended	14.	acted
15.	asked	15.	however
16.	landed	16.	few
17.	helped	17.	says
18.	called	18.	himself
19.	cooked	19.	spending
20.	died	20.	velvet

LESSON 28

Basic List	Stretch List
Math Words	
1. one	1. sleepy
2. two	2. nearer
3. three	3. cleaned
4. four	4. betray
5. five	5. danger
6. six	6. fixed
7. seven	7. office
8. eight	8. places
9. nine	9. bows
10. ten	10. rules
11. tenth	11. demand
12. sixth	12. western
13. sixteen	13. belongs
14. fifty	14. moonlight
15. number	15. another
16. twenty	16. pies
17. half	17. shouldn't
18. gram	18. buys
19. meter	19. liking
20. liter	20. overlooked

LESSON 29

Basic List	Stretch List
Common Words	
1. water	1. spot
2. fear	2. apples
3. held	3. marks
4. warm	4. anger
5. fork	5. fighting
6. grant	6. talks
7. done	7. soup
8. brave	8. ants
9. nothing	9. linger
10. begun	10. belonging
11. worn	11. slight
12. myself	12. oak
13. smart	13. earn
14. could	14. billed
15. charm	15. theater
16. matter	16. wishes
17. sharp	17. boots
18. law	18. twelve
19. left	19. burned
20. booklet	20. plum

LESSON 30

Basic List	Stretch List
Two-Syllable Words	
1. about	1. load
2. before	2. oats
3. become	3. luck
4. across	4. belonged
5. awake	5. shortly
6. alike	6. planted
7. beside	7. apartment
8. behind	8. stack
9. around	9. airplanes
10. begin	10. protest
11. alone	11. their
12. belong	12. defend
13. below	13. couch
14. became	14. lies
15. asleep	15. mothers
16. began	16. brothers
17. afraid	17. withdraw
18. above	18. speaking
19. along	19. welcome
20. again	20. slope

GRADE 4

LESSON 1

SPELLING LESSONS

Basic List	Stretch List
Consonant Blend Words	
1. cross	1. loss
2. clothing	2. battle
3. clock	3. loan
4. agree	4. skill
5. angry	5. abuse
6. straw	6. shout
7. swim	7. located
8. floor	8. feelings
9. second	9. skirt
10. stairs	10. quack
11. gloves	11. listening
12. beast	12. pupil
13. trunk	13. shoulders
14. chart	14. danced
15. instead	15. extent
16. trade	16. sweetest
17. stick	17. loaded
18. draw	18. task
19. stocking	19. firecrackers
20. broke	20. sign
21. interest	21. racing
22. driven	22. melted
23. twenty	23. coupon
24. written	24. taxes
25. crack	25. quilt

LESSON 2

Basic List	Stretch List
Vowel + r Words	
1. horn	1. counted
2. forest	2. sleepy
3. morning	3. linen
4. porch	4. shouted
5. corner	5. lucky
6. finger	6. beard
7. circus	7. punish
8. river	8. female
9. charge	9. maintain
10. scared	10. maiden
11. pair	11. chased
12. airport	12. purple
13. farther	13. lively
14. cord	14. finest
15. nurse	15. suppose
16. during	16. marble
17. surprise	17. acts
18. army	18. factor
19. yard	19. suits
20. hardly	20. matters
21. report	21. sweetheart
22. apart	22. film
23. pure	23. teaches
24. farmer	24. slender
25. wore	25. meaning

LESSON 3

Basic List	Stretch List
Common Words	
1. person	1. favor
2. church	2. thirsty
3. fact	3. couple
4. mistake	4. signed
5. poem	5. filed
6. lemonade	6. quit
7. mittens	7. single
8. admit	8. limited
9. chalk	9. changes
10. coin	10. acted
11. language	11. simple
12. bucket	12. fees
13. timber	13. swept
14. peanut	14. flatter
15. owner	15. purely
16. cabin	16. finishing
17. longest	17. tardy
18. cattle	18. skating
19. folder	19. mainly
20. missed	20. cheap
21. already	21. extra
22. presents	22. surprised
23. waited	23. purse
24. nothing	24. swift
25. chance	25. fleet

LESSON 4

Basic List	Stretch List
Short Vowel Words	
1. better	1. model
2. center	2. chest
3. middle	3. text
4. basket	4. mock
5. absent	5. beyond
6. bottom	6. slide
7. chicken	7. reaches
8. member	8. flesh
9. cotton	9. softly
10. dinner	10. court
11. enter	11. modern
12. tender	12. smiling
13. finish	13. raised
14. hundred	14. addressing
15. lesson	15. thus
16. hammer	16. cheaper
17. pumpkin	17. facts
18. master	18. darling
19. pencil	19. range
20. picnic	20. toss
21. intend	21. sole
22. tablet	22. flooded
23. valley	23. throne
24. wagon	24. sliding
25. visit	25. total

LESSON 5

Basic List	Stretch List
Pronouns	
1. these	1. glasses
2. those	2. drill
3. its	3. vegetables
4. ours	4. fully
5. which	5. visited
6. whose	6. gasoline
7. theirs	7. uses
8. yours	8. bloody
9. mine	9. tries
10. myself	10. gotten
11. herself	11. dare
12. himself	12. remain
13. themselves	13. glory
14. nobody	14. active
15. yourself	15. closely
16. anyone	16. spite
17. they	17. vacant
18. anything	18. dealer
19. everything	19. thrilling
20. somebody	20. golf
21. someone	21. attend
22. something	22. sweater
23. others	23. gained
24. whom	24. apron
25. ourselves	25. fright

LESSON 6

Basic List	Stretch List
Long o Words	
1. coal	1. invent
2. nose	2. grab
3. post	3. cashed
4. soap	4. sewed
5. throw	5. joint
6. float	6. shift
7. bow	7. control
8. piano	8. settled
9. smoke	9. journey
10. lonely	10. dined
11. wrote	11. share
12. window	12. ironing
13. hotel	13. grim
14. sold	14. await
15. widow	15. contents
16. goes	16. striking
17. fellow	17. differ
18. radio	18. plunge
19. hello	19. entered
20. ocean	20. promised
21. phone	21. stunts
22. froze	22. catalog
23. coach	23. knew
24. also	24. ounce
25. toast	25. shadow

LESSON 7

Basic List

Long a Words

1. flame
2. airplane
3. change
4. able
5. agent
6. base
7. lame
8. main
9. paid
10. race
11. lace
12. table
13. gain
14. grave
15. clay
16. nail
17. shape
18. parade
19. wait
20. lazy
21. aid
22. always
23. blame
24. shade
25. jail

Stretch List

1. nation
2. stir
3. compose
4. phoned
5. heal
6. risk
7. ideal
8. bunk
9. stranger
10. penmanship
11. drawn
12. revenge
13. retreat
14. canyon
15. ugly
16. stepped
17. humble
18. vow
19. dreamed
20. healthy
21. clerk
22. stopped
23. amused
24. closer
25. planet

LESSON 8

Basic List	Stretch List
Long e Words	
1. leave	1. eager
2. teach	2. saint
3. between	3. prevent
4. beads	4. arch
5. season	5. insult
6. cheese	6. polar
7. greet	7. contact
8. reason	8. royal
9. cream	9. invented
10. feast	10. cared
11. ice cream	11. intended
12. really	12. planning
13. free	13. rushed
14. real	14. drunk
15. queen	15. scold
16. deep	16. pointed
17. easy	17. spears
18. people	18. screamed
19. please	19. prefer
20. reached	20. ruling
21. heap	21. consent
22. sweep	22 depend
23. evening	23. prepare
24. mean	24. devote
25. speed	25. seated

LESSON 9

Basic List	Stretch List
Long i Words	
1. pride	1. counter
2. tired	2. zone
3. tried	3. removed
4. bike	4. decay
5. grind	5. fiction
6. bright	6. reminds
7. dried	7. alas
8. cried	8. deliver
9. flies	9. offices
10. tied	10. greater
11. dime	11. stake
12. arise	12. blush
13. buying	13. youngster
14. lion	14. oblige
15. tiger	15. broad
16. invited	16. degree
17. shine	17. twist
18. alive	18. repaired
19. awhile	19. owing
20. twice	20. combine
21. all right	12. trim
22. iron	22. remitted
23. mile	23. calm
24. silent	24. delightful
25. fight	25. buyer

LESSON 10

Basic List

Plural Words

1. box
2. boxes
3. penny
4. pennies
5. tooth
6. teeth
7. dish
8. dishes
9. potato
10. potatoes
11. branch
12. branches
13. kiss
14. kisses
15. handle
16. handles
17. wolf
18. wolves
19. goose
20. geese
21. enemy
22. enemies
23. country
24. countries
25. fairy
26. fairies
27. hobby
28. hobbies
29. grocery
30. groceries
31. inch
32. inches

NOTE: Students should be asked to write both words and should be evaluted on the entire list.

Stretch List

1. reports
2. hardware
3. device
4. verse
5. resort
6. brain
7. whirl
8. partner
9. depth
10. weakness
11. habit
12. alter
13. tumble
14. demands
15. violet
16. spade
17. dispose
18. complain
19. whereas
20. pause
21. wrist
22. detailed
23. repairs
24. worried
25. steady

LESSON 11

Basic List	Stretch List
Consonant Blend Words	
1. send	1. comfort
2. want	2. worst
3. track	3. passage
4. rang	4. delivered
5. flood	5. tube
6. flat	6. restless
7. block	7. haste
8. front	8. stated
9. stick	9. although
10. fond	10. breeze
11. skate	11. comply
12. coast	12. repeat
13. grape	13. stating
14. travel	14. pattern
15. present	15. value
16. almost	16. dull
17. kept	17. wealth
18. steps	18. respond
19. stuck	19. drafts
20. frighten	20. wisdom
21. built	21. deposit
22. ranch	22. wrong
23. secret	23. wired
24. ticket	24. passes
25. reply	25. retain

LESSON 12

Basic List	Stretch List
ow - ou Pattern Words	
1. soup	1. folk
2. ground	2. temper
3. follow	3. slid
4. scout	4. mixture
5. arrow	5. temple
6. bowl	6. checked
7. mountain	7. theme
8. crowd	8. raise
9. borrow	9. flight
10. cloud	10. tomorrow
11. shower	11. rapid
12. throw	12. teams
13. proud	13. monster
14. lowest	14. beaten
15. outdoors	15. factory
16. howl	16. toil
17. hour	17. snowy
18. loud	18. mumps
19. thousand	19. smile
20. pound	20. else
21. power	21. admire
22. own	22. faith
23. grown	23. thunder
24. snowing	24. topic
25. grow	25. mount

LESSON 13

Basic List

Compound Words

1. notebook
2. household
3. anybody
4. wherever
5. background
6. salesman
7. newspaper
8. downtown
9. therefore
10. bathroom
11. teaspoon
12. southwest
13. another
14. otherwise
15. breakfast
16. upstairs
17. fireplace
18. downstairs
19. blackboard
20. wallpaper
21. upward
22. policeman
23. understood
24. homesick
25. understand

Stretch List

1. gang
2. globe
3. fried
4. spoken
5. afterward
6. upper
7. relating
8. cliff
9. until
10. fuel
11. gleam
12. uniform
13. gain
14. day's
15. united
16. regret
17. funds
18. northern
19. glove
20. using
21. blessing
22. shone
23. unknown
24. sized
25. gardens

LESSON 14

Basic List	Stretch List
u, ū, and ü Pattern Words	
1. suit	1. least
2. grew	2. protest
3. fruit	3. signs
4. rule	4. bacon
5. cute	5. submit
6. excuse	6. expert
7. drew	7. jury
8. flew	8. strike
9. truth	9. public
10. true	10. sandwich
11. tune	11. kindest
12. mule	12. stuff
13. juice	13. costumes
14. music	14. whale
15. choose	15. laughing
16. group	16. avoid
17. loose	17. shortly
18. scooter	18. causes
19. broom	19. expose
20. rooster	20. thrust
21. brush	21. liberty
22. few	22. fault
23. ruler	23. pineapple
24. truly	24. whereabouts
25. roots	25. propose

LESSON 15

Basic List		Stretch List
ing Endings		
1. bat	batting	1. shipment
2. run	running	2. provide
3. skip	skipping	3. knees
4. stop	stopping	4. catching
5. let	letting	5. local
6. get	getting	6. largely
7. cut	cutting	7. collect
8. swim	swimming	8. pudding
9. win	winning	9. bases
10. hit	hitting	10. labor
11. sit	sitting	11. shook
12. drop	dropping	12. protect
13. dig	digging	13. destroy
14. trip	tripping	14. shock
15. put	putting	15. chamber
16. step	stepping	16. explain
17. shop	shopping	17. whip
18. trap	trapping	18. proven
19. beg	begging	19. lightly
20. clap	clapping	20. request
21. slip	slipping	21. younger
22. hop	hopping	22. couch
23. forget	forgetting	23. ridge
24. bud	budding	24. secure
25. rub	rubbing	25. limit

NOTE: Students should be asked to write both words and should be evaluated on the spelling of all words.

LESSON 16

Basic List	Stretch List
Days, Months, and Holidays	
1. January	1. shirts
2. February	2. watching
3. March	3. cottage
4. April	4. thrown
5. May	5. proved
6. June	6. evil
7. July	7. choice
8. August	8. banana
9. September	9. sudden
10. October	10. latest
11. November	11. render
12. December	12. knit
13. Sunday	13. stable
14. Monday	14. cement
15. Tuesday	15. slavery
16. Wednesday	16. express
17. Thursday	17. period
18. Friday	18. providing
19. Saturday	19. sparrow
20. Easter	20. studied
21. Christmas	21. chances
22. Thanksgiving	22. entire
23. New Year's	23. waist
24. Valentine's Day	24. confess
25. Halloween	25. lily

LESSON 17

Basic List	Stretch List
Compound Words	
1. outstanding	1. steamer
2. anyhow	2. bolt
3. whatever	3. wrap
4. whenever	4. desire
5. baseball	5. wondered
6. spaceship	6. pardon
7. railroad	7. wander
8. overlook	8. starve
9. overcome	9. aloud
10. overshoes	10. hadn't
11. midnight	11. tunnel
12. backyard	12. gulf
13. flashlight	13. writes
14. fireman	14. replaced
15. popcorn	15. whisper
16. sunshine	16. completed
17. roommate	17. worship
18. basketball	18. retire
19. tonight	19. statement
20. drugstore	20. dozen
21. pocketbook	21. vanish
22. goldfish	22. depends
23. suitcase	23. witness
24. forever	24. violin
25. whoever	25. passed

LESSON 18

Basic List

Homonyms

1. there their they're
2. steal steel
3. hole whole
4. pail pale
5. threw through
6. peace piece
7. plain plane
8. heard herd
9. fourth forth
10. tail tale
11. sale sail
12. red read
13. mail male
14. to too two
15. flour flower
16. beat beet
17. dew due do
18. made maid
19. die dye
20. sell cell

NOTE: Students should be asked to write all words and should be evaluated on the entire list.

Stretch List

1. noise
2. chicks
3. refuge
4. speech
5. forbid
6. sundae
7. bleeding
8. soul
9. nerve
10. formed
11. nicest
12. advance
13. nearest
14. solid
15. trained
16. noble
17. binding
18. chosen
19. dairy
20. spoil
21. frankly
22. tread
23. speaking
24. brake
25. create

LESSON 19

Basic List	Stretch List
Contractions	
1. didn't	1. enjoyed
2. isn't	2. happen
3. won't	3. escape
4. doesn't	4. served
5. aren't	5. sentence
6. hasn't	6. priced
7. who's	7. ashamed
8. wasn't	8. stroke
9. let's	9. dirty
10. couldn't	10. gown
11. here's	11. iodine
12. you've	12. inviting
13. that's	13. grace
14. there's	14. contract
15. what's	15. student
16. haven't	16. primary
17. wouldn't	17. serving
18. we're	18. crime
19. I've	19. eastern
20. weren't	20. heap
21. we've	21. shaped
22. we'll	22. prince
23. you're	23. hatred
24. you'd	24. strongly
25. you'll	25. catches

LESSON 20

Basic List

Plural Words

1. man
2. men
3. wife
4. wives
5. child
6. children
7. mouse
8. mice
9. knife
10. knives
11. half
12. halves
13. bush
14. bushes
15. calf
16. calves
17. leaf
18. leaves
19. wash
20. washes
21. shoe
22. shoes
23. woman
24. women
25. peach
26. peaches
27. county
28. counties
29. berry
30. berries
31. city
32. cities

NOTE: Students should be asked to write all words and should be evaluated on the spelling of all words.

Stretch List

1. cable
2. hunger
3. stiff
4. dread
5. strain
6. huge
7. parent
8. locate
9. altogether
10. chasing
11. palace
12. roast
13. confuse
14. plains
15. hidden
16. riddle
17. perfect
18. favors
19. candle
20. hired
21. chose
22. confine
23. coasting
24. streak
25. import

LESSON 21

Basic List

y Ending Words and Plurals

1. party
2. parties
3. carry
4. carries
5. study
6. studies
7. baby
8. babies
9. fly
10. flies
11. lady
12. ladies
13. story
14. stories
15. body
16. bodies
17. worry
18. worries
19. duty
20. duties
21. puppy
22. puppies
23. copy
24. copies
25. cooky
26. cookies
27. turkey
28. turkeys
29. family
30. families
31. supply
32. supplies
33. chimney
34. chimneys

NOTE: Students should be asked to write all words and should be evaluated on the spelling of all words.

Stretch List

1. poet
2. contain
3. rude
4. insure
5. salad
6. prayer
7. sash
8. route
9. informed
10. earned
11. self
12. captured
13. cries
14. instant
15. scrap
16. post office
17. dues
18. selfish
19. insist
20. pleasing
21. burnt
22. defend
23. apiece
24. demand
25. pretend

LESSON 22

Basic List	Stretch List
Common Words	
1. leader	1. office
2. prove	2. copper
3. bother	3. deeply
4. polite	4. decide
5. address	5. boiler
6. weather	6. stain
7. check	7. spread
8. question	8. grapes
9. strange	9. rubber
10. kitchen	10. owned
11. laughter	11. dealing
12. anger	12. charges
13. knot	13. owe
14. station	14. granted
15. bridge	15. vain
16. blood	16. offering
17. lightning	17. guest
18. forgive	18. stout
19. addition	19. remaining
20. president	20. square
21. speak	21. false
22. trouble	22. blown
23. matches	23. remit
24. because	24. cause
25. police	25. rendered

LESSON 23

Basic List	Stretch List
Two-Syllable Nouns	
1. uncle	1. followed
2. jelly	2. terms
3. buggy	3. motor
4. blanket	4. tests
5. nickel	5. checkers
6. slippers	6. slept
7. ladder	7. records
8. marbles	8. addresses
9. money	9. tickled
10. monkey	10. moss
11. member	11. recent
12. chapter	12. theater
13. wedding	13. Bible
14. program	14. failed
15. rabbit	15. socks
16. reader	16. rare
17. turtle	17. thrill
18. doctor	18. crawl
19. lumber	19. tour
20. remark	20. modest
21. cousin	21. tractor
22. recess	22. title
23. turnips	23. naked
24. fever	24. towel
25. dollar	25. slight

LESSON 24

Basic List	Stretch List
Verbs and Adverbs	
1. brought	1. gifts
2. packed	2. shame
3. shut	3. spoiled
4. once	4. advise
5. happened	5. gaining
6. perhaps	6. damage
7. pitch	7. unit
8. grind	8. furnish
9. answered	9. turning
10. scream	10. regardless
11. fixed	11. visitor
12. remember	12. clipping
13. quite	13. wages
14. shot	14. garment
15. carried	15. writing
16. since	16. trusting
17. sooner	17. bloom
18. surely	18. remained
19. watch	19. gently
20. boil	20. warehouse
21. ever	21. deaf
22. tore	22. scare
23. frozen	23. agreed
24. chase	24. cloudy
25. enjoy	25. troop

LESSON 25

Basic List	Stretch List
Adjectives	
1. smart	1. content
2. sunny	2. draft
3. handsome	3. shelter
4. careful	4. estate
5. honest	5. drain
6. windy	6. aware
7. keen	7. item
8. quick	8. problem
9. hungry	9. invoice
10. quiet	10. covered
11. friendly	11. elect
12. wonderful	12. creep
13. smooth	13. printed
14. young	14. inventory
15. straight	15. grasp
16. merry	16. contrast
17. jolly	17. strikes
18. even	18. settle
19. broken	19. enjoying
20. awful	20. profit
21. wooden	21. hung
22. soft	22. strongest
23. great	23. artist
24. eleven	24. hire
25. busy	25. sharpen

LESSON 26

Basic List	Stretch List
Multi-Syllable Nouns	
1. building	1. reward
2. animal	2. canning
3. yesterday	3. pity
4. kitten	4. angel
5. handkerchief	5. rocky
6. machine	6. husband
7. button	7. stock
8. company	8. compound
9. grandma	9. honor
10. grandpa	10. ideas
11. holiday	11. roar
12. Indian	12. helpless
13. history	13. stern
14. island	14. returning
15. umbrella	15. campus
16. elephant	16. heels
17. supper	17. stole
18. village	18. impart
19. telephone	19. cherry
20. numbered	20. classes
21. picture	21. dropped
22. feeling	22. closing
23. package	23. disaster
24. napkin	24. perform
25. alarm	25. china

LESSON 27

Basic List Irregular Spellings	Stretch List
1. knife	1. daily
2. against	2. border
3. laugh	3. refund
4. ahead	4. billed
5. build	5. treasure
6. touch	6. native
7. should	7. foolish
8. rough	8. solo
9. thread	9. needless
10. caused	10. chum
11. thought	11. reel
12. though	12. speaker
13. worth	13. solve
14. health	14. advice
15. listen	15. regard
16. none	16. southern
17. comb	17. chores
18. does	18. transit
19. caught	19. normal
20. fought	20. freedom
21. view	21. traffic
22. learn	22. creek
23. field	23. behalf
24. meant	24. sorrow
25. among	25. blooming

LESSON 28

Basic List	Stretch List
Prefixes	
1. remove	1. safety
2. unlike	2. improved
3. unhappy	3. sample
4. return	4. muddy
5. repair	5. crash
6. dislike	6. impress
7. untie	7. dawn
8. exchange	8. carrot
9. export	9. crew
10. remind	10. information
11. discover	11. velvet
12. unlock	12. ease
13. renew	13. seeking
14. recall	14. insects
15. unless	15. pleases
16. replay	16. carpenter
17. recover	17. deal
18. discount	18. presented
19. unable	19. seldom
20. exclaim	20. consist
21. replace	21. scorn
22. delay	22. deeds
23. delight	23. postage
24. unpaid	24. department
25. reform	25. romance

LESSON 29

Basic List Irregular Spellings	Stretch List
1. earth	1. aim
2. world	2. stream
3. near	3. ordering
4. climb	4. zebra
5. chief	5. decline
6. enough	6. novel
7. wear	7. reminded
8. sugar	8. olive
9. toward	9. code
10. brought	10. youth
11. answer	11. remote
12. limb	12. declare
13. thumb	13. sports
14. knock	14. greatly
15. clothes	15. fifty
16. knee	16. alley
17. aunt	17. contest
18. friend	18. pace
19. often	19. charming
20. taught	20. greetings
21. fasten	21. renewed
22. breath	22. avenue
23. pretty	23. delayed
24. guard	24. cleared
25. death	25. stamped

LESSON 30

Basic List	Stretch List
Suffixes	
1. thankful	1. forward
2. hopeful	2. treatment
3. clearly	3. narrow
4. sadly	4. chill
5. likely	5. avail
6. peaceful	6. sounded
7. powerful	7. nature
8. useful	8. trial
9. careful	9. adore
10. nearly	10. spare
11. slowly	11. nicely
12. hardly	12. forgotten
13. quickly	13. attain
14. darkness	14. refused
15. illness	15. board
16. goodness	16. claim
17. helpful	17. spirit
18. careless	18. regarding
19. fearful	19. blanks
20. kindness	20. blessed
21. sickness	21. curve
22. cheerful	22. trail
23. lovely	23. blouse
24. safely	24. nevertheless
25. gladly	25. bothered

GRADE 5 LESSON 1

SPELLING LESSONS

Basic List

Short Vowel Words

1. ashes
2. crept
3. dead
5. bluff
5. attic
6. bulb
7. crumb
8. ditch
9. damage
10. drawn
11. spread
12. patch
13. shelf
14. hatch
15. swept
16. wrist
17. stitch
18. stuff
19. witch
20. switch
21. staff
22. wrong
23. scratch
24. salad
25. crush

Stretch List

1. farewell
2. attack
3. mode
4. grease
5. process
6. rhythm
7. continue
8. favored
9. utility
10. offered
11. monument
12. alphabet
13. niece
14. adapt
15. ability
16. hymn
17. operating
18. distort
19. neighbors
20. actively
21. skillful
22. windshield
23. congress
24. guardian
25. noticed

LESSON 2

Basic List	Stretch List
Long Vowel Words	
1. bathe	1. obtain
2. preach	2. source
3. blaze	3. attend
4. squeeze	4. fault
5. frame	5. myth
6. sleeve	6. moments
7. ache	7. absence
8. prize	8. marine
9. chain	9. mistaken
10. tease	10. consult
11. cheek	11. tulip
12. solo	12. afford
13. phase	13. figured
14. guide	14. bakery
15. paste	15. obliged
16. mild	16. bleach
17. praise	17. folks
18. grease	18. tuna
19. pieces	19. attached
20. scale	20. pheasant
21. cheap	21. blueberry
22. weave	22. broadcast
23. stain	23. notation
24. brains	24. dough
25. throat	25. pajamas

Basic List Common Words	Stretch List
1. loss	1. fashion
2. subject	2. special
3. duty	3. corrected
4. object	4. gopher
5. advise	5. mimic
6. desert	6. operated
7. insure	7. feature
8. perfect	8. adorn
9. loan	9. nickels
10. invoice	10. continued
11. artist	11. humid
12. joint	12. fixtures
13. aware	13. submerge
14. estate	14. tiptoe
15. permit	15. automatic
16. swallow	16. cardboard
17. afterward	17. trophy
18. dispose	18. neglect
19. publish	19. obtained
20. project	20. booth
21. conduct	21. trumpet
22. matters	22. consider
23. produce	23. earthquake
24. progress	24. hyphen
25. limit	25. notion

LESSON 4

Basic List	Stretch List
c and g Words	
1. edge	1. gaze
2. officer	2. linen
3. cause	3. current
4. engine	4. straight
5. manage	5. produced
6. gem	6. atom
7. revenge	7. possible
8. hinge	8. German
9. ridge	9. support
10. pigeon	10. credits
11. pace	11. surface
12. judge	12. fury
13. civil	13. panic
14. passenger	14. positive
15. force	15. governed
16. advantage	16. rocket
17. message	17. substance
18. garage	18. beneath
19. notice	19. supplied
20. lodge	20. preserve
21. magic	21. sausage
22. giant	22. style
23. slice	23. curious
24. plunge	24. numb
25. fancy	25. stupid

LESSON 5

Basic List	Stretch List
Common Words	
1. offer	1. pilot
2. postage	2. mention
3. deliver	3. concerning
4. idea	4. bashful
5. common	5. skinned
6. checkers	6. disgraceful
7. vacations	7. article
8. comfort	8. ruby
9. native	9. mental
10. admire	10. diary
11. attend	11. sleigh
12. savage	12. barge
13. decide	13. mischief
14. argue	14. crystal
15. resort	15. necklace
16. adore	16. rudeness
17. royal	17. wrench
18. prints	18. explode
19. stern	19. society
20. rare	20. dishonest
21. tries	21. carve
22. chill	22. foreman
23. delivery	23. confirm
24. weight	24. stew
25. profit	25. solution

LESSON 6

Basic List	Stretch List
Compound Words	
1. highway	1. relate
2. sunlight	2. tickets
3. hereafter	3. pilgrims
4. mankind	4. accept
5. cupboard	5. statue
6. necktie	6. bushel
7. throughout	7. follows
8. overalls	8. finance
9. southeast	9. splendid
10. overcoat	10. correctly
11. daybreak	11. routine
12. backward	12. celebrate
13. salesmen	13. firmly
14. overdue	14. guitar
15. standpoint	15. stations
16. understanding	16. creature
17. strawberry	17. music
18. together	18. patent
19. watermelon	19. cartoon
20. friendship	20. standard
21. gentlemen	21. courage
22. notebooks	22. charity
23. playmate	23. carton
24. northwest	24. policy
25. hardware	25. gypsy

LESSON 7

Basic List	Stretch List
Common Words	
1. parent	1. enough
2. passage	2. exclaimed
3. blankets	3. chorus
4. wisdom	4. industry
5. compound	5. distribute
6. confuse	6. distress
7. invented	7. plumbing
8. lease	8. recent
9. conflict	9. response
10. balance	10. inclined
11. prepare	11. certain
12. respond	12. entrance
13. desire	13. vacuum
14. strain	14. inquire
15. youth	15. ancestor
16. tour	16. reserve
17. weakness	17. explained
18. twist	18. increased
19. whirl	19. chiefly
20. canyon	20. completing
21. causes	21. complying
22. temple	22. business
23. wilderness	23. restrain
24. motive	24. district
25. distance	25. objection

LESSON 8

Basic List ing Ending Words	Stretch List
1. setting	1. regular
2. handling	2. improving
3. dancing	3. against
4. tracing	4. newscast
5. beginning	5. yield
6. losing	6. unusually
7. planning	7. barely
8. waiting	8. affairs
9. preparing	9. bargain
10. rising	10. encounter
11. striking	11. defeat
12. skating	12. relatives
13. smoking	13. beam
14. racing	14. honored
15. studying	15. knuckle
16. changing	16. wreck
17. raising	17. castle
18. amounting	18. endure
19. trusting	19. wonderfully
20. starting	20. envelope
21. figuring	21. climbing
22. sewing	22. wolves
23. lying	23. relations
24. checking	24. scoreboard
25. slipping	25. graduate

LESSON 9

Basic List		Stretch List
Homonyms		
1. bore	boar	1. harsh
2. fare	fair	2. embrace
3. missed	mist	3. advertised
4. soar	sore	4. fossil
5. rains	reigns	5. earliest
6. shone	shown	6. volume
7. might	mite	7. rarely
8. peer	pier	8. destroy
9. stare	stair	9. quoting
10. knight	night	10. haunted
11. sense	cents	11. receive
12. pour	poor	12. bury
13. sighs	size	13. accent
14. pain	pane	14. holidays
15. weigh	way	15. steak
16. carrot	carat	16. drowned
17. sow	sew	17. skateboard
18. soul	sole	18. glossary
19. wring	ring	19. directed
20. bare	bear	20. welfare
21. groan	grown	21. dolphin
22. brake	break	22. graze
23. hail	hale	23. vanity
24. aloud	allowed	24. juggle
25. packed	pact	25. historical

NOTE: Students should be asked to write both words and should be evaluated on the spelling of all words.

LESSON 10

Basic List	Stretch List
Connectors/Conjunctions	
1. after	1. signal
2. as	2. command
3. because	3. mineral
4. before	4. jewel
5. how	5. guilty
6. if	6. penalty
7. since	7. scramble
8. so that	8. issued
9. that	9. shining
10. than	10. services
11. though	11. justice
12. till	12. sharply
13. unless	13. sermon
14. until	14. filing
15. when	15. locating
16. whenever	16. friend
17. where	17. senate
18. while	18. catsup
19. although	19. colony
20. wherever	20. camera
21. and	21. education
22. but	22. semester
23. for	23. families
24. or	24. scarecrow
25. nor	25. decimal

NOTE: As an activity, the children should be encouraged to create sentences using these connectors/conjunctions.

LESSON 11

Basic List		Stretch List	
Common Words			
1.	active	1.	naughty
2.	chores	2.	insured
3.	borrow	3.	husband
4.	student	4.	expected
5.	choice	5.	instant
6.	ashes	6.	inspection
7.	suitable	7.	inform
8.	consent	8.	childish
9.	daughter	9.	telegraph
10.	increase	10.	satisfactory
11.	labor	11.	giraffe
12.	mixture	12.	tough
13.	orange	13.	instantly
14.	partner	14.	earn
15.	empty	15.	deck
16.	quit	16.	seconded
17.	sane	17.	weary
18.	request	18.	appear
19.	secure	19.	ruin
20.	govern	20.	honest
21.	split	21.	dye
22.	poems	22.	copies
23.	freeze	23.	cocoon
24.	brushes	24.	gross
25.	collect	25.	pillow

LESSON 12

Basic List	Stretch List
Two-Syllable Words (vc/cv)	
1. captain	1. questions
2. wonder	2. boast
3. manner	3. term
4. canned	4. data
5. lettuce	5. telegram
6. absurd	6. quarrel
7. cellar	7. vault
8. explore	8. tennis
9. perfume	9. happily
10. factor	10. tradition
11. suppose	11. system
12. capture	12. cutest
13. butcher	13. pinpoint
14. elbow	14. proposed
15. collar	15. resume
16. pasture	16. quotations
17. harbor	17. burden
18. orchard	18. pulley
19. furnish	19. published
20. compare	20. rustle
21. explain	21. tonsils
22. cabbage	22. patio
23. further	23. sauce
24. whisper	24. tardy
25. banner	25. deducted

LESSON 13

Basic List	Stretch List
Two-Syllable Words (v/cv vc/v)	
1. bacon	1. presently
2. amuse	2. dodge
3. shovel	3. battery
4. believe	4 sword
5. closet	5. gallop
6. devote	6. necktie
7. motor	7. practice
8. level	8. cruel
9. divide	9. portion
10. human	10. future
11. locate	11. surely
12. figure	12. glitter
13. nation	13. parachute
14. refuse	14. strength
15. Negro	15. actions
16. spider	16. postal
17. motion	17. utensil
18. silence	18. struggle
19. sailor	19. colorful
20. melon	20. garbage
21. final	21. unlucky
22. unite	22. succeed
23. crayon	23. geography
24. promise	24. chef
25. apron	25. submit

LESSON 14

Basic List	Stretch List
Two-Syllable Words (le)	
1. idle	1. arrived
2. bottles	2. mission
3. double	3. medical
4. bundle	4. diagram
5. cradle	5. margin
6. rifle	6. suction
7. ankle	7. slightly
8. candle	8. ski
9. kettle	9. cripple
10. single	10. social
11. rattle	11. microphone
12. saddle	12. minor
13. needle	13. lemon
14. sprinkle	14. slope
15. trouble	15. situation
16. angle	16. fawn
17. gentle	17. badge
18. circle	18. sincerely
19. ample	19. elegant
20. pickles	20. blueprint
21. tremble	21. concert
22. settle	22. clover
23. riddle	23. infection
24. puzzle	24. fiction
25. tickle	25. company's

LESSON 15

Basic List	Stretch List
Two-Syllable Words	
1. carpet	1. figures
2. allow	2. perfectly
3. basement	3. coward
4. title	4. thieves
5. bullet	5. speeches
6. camels	6. perish
7. vacuum	7. accidents
8. chicken	8. grocer
9. bitter	9. French
10. dandy	10. stomach
11. hollow	11. forced
12. gravy	12. planned
13. ashamed	13. pollute
14. donkey	14. forwarded
15. mature	15. summary
16. gallon	16. operations
17. pepper	17. moveable
18. plenty	18. navigate
19. harvest	19. plantation
20. repeat	20. beverage
21. dentist	21. credit
22. respect	22. traffic
23. deserve	23. buckle
24. sudden	24. fortune
25. proper	25. textbook

LESSON 16

Basic List	Stretch List
Nouns	
1. heaven	1. except
2. writers	2. injure
3. fountain	3. pioneer
4. pocket	4. disgusted
5. bandage	5. bubble
6. lantern	6. entry
7. cocoa	7. desire
8. slavery	8. pizza
9. oyster	9. informal
10. advice	10. college
11. pleasure	11. answers
12. quilt	12. engagement
13. apartment	13. claimed
14. prison	14. rooster
15. ribbon	15. century
16. poison	16. excited
17. scissors	17. salmon
18. traffic	18. review
19. shadow	19. requirements
20. tomato	20. collected
21. monster	21. correct
22. quiz	22. amusing
23. luncheon	23. faithfully
24. thunder	24. describe
25. sparrow	25. direct

LESSON 17

Basic List	Stretch List
Common Words	
1. swift	1. worthy
2. protect	2. image
3. mainly	3. explode
4. text	4. replying
5. model	5. carbon
6. palace	6. envy
7. tribes	7. develop
8. acre	8. icy
9. regard	9. bonus
10. rating	10. reflect
11. latest	11. allowing
12. remain	12. bicycle
13. painful	13. represent
14. rolled	14. honor
15. roar	15. width
16. spoiled	16. remember
17. important	17. agents
18. statements	18. placing
19. topic	19. yourselves
20. stem	20. reputation
21. abroad	21. region
22. minutes	22. weapon
23. stating	23. suggest
24. product	24. favorite
25. reel	25. studies

LESSON 18

Basic List Multi-Syllable Words	Stretch List
1. adventure	1. devil
2. several	2. hardness
3. arithmetic	3. fume
4. interesting	4. desired
5. fisherman	5. hearty
6. accurate	6. ambulance
7. severe	7. buried
8. American	8. stretch
9. eraser	9. dipped
10. although	10. elected
11. separate	11. rapidly
12. electric	12. drama
13. hospital	13. victim
14. period	14. quoted
15. automobile	15. canal
16. initial	16. we're
17. tomorrow	17. panic
18. inferior	18. traveling
19. entertain	19. employed
20. library	20. hurrah
21. settlement	21. advised
22. republic	22. refer
23. schedule	23. indent
24. furniture	24. result
25. popular	25. visible

LESSON 19

Basic List

Irregular Spellings

1. broad
2. feather
3. cough
4. lawn
5. auto
6. haul
7. drawer
8. hawk
9. rough
10. measure
11. crawl
12. onion
13. coffee
14. screw
15. known
16. shoulder
17. machine
18. soldier
19. route
20. dread
21. pleasant
22. towel
23. beauty
24. sweater
25. medicine

Stretch List

1. rival
2. danger
3. colonies
4. turtle
5. lofty
6. invoices
7. pictures
8. series
9. introduce
10. antonym
11. sincere
12. argument
13. starving
14. error
15. funeral
16. senior
17. former
18. comment
19. buttonhole
20. shouldn't
21. sheer
22. manufacture
23. fruits
24. cycle
25. duties

LESSON 20

Basic List Multi-Syllable Words	Stretch List
1. recovered	1. swimming
2. disagree	2. inspire
3. install	3. gather
4. refresh	4. section
5. disbelieve	5. howling
6. renewal	6. induce
7. discovery	7. applied
8. consist	8. every
9. interview	9. interested
10. dishonest	10. different
11. reappear	11. secret
12. discharge	12. neighborhood
13. contact	13. choice
14. unusual	14. touched
15. inland	15. laid
16. confine	16. observe
17. detail	17. collect
18. import	18. gauze
19. entire	19. selected
20. include	20. screen
21. excite	21. curl
22. extend	22. language
23. designs	23. security
24. impress	24. drift
25. engage	25. plead

LESSON 21

Basic List	Stretch List
Suffixes	
1. justly	1. property
2. thoughtful	2. urge
3. honestly	3. defective
4. beautiful	4. utterly
5. foolish	5. borrowed
6. difference	6. terrible
7. entertainment	7. provides
8. dangerous	8. adopted
9. mighty	9. catalogs
10. handful	10. guests
11. lately	11. trifle
12. honesty	12. talent
13. mostly	13. chairperson
14. rainy	14. universal
15. highly	15. handkerchiefs
16. freely	16. scald
17. political	17. prospects
18. woolen	18. departure
19. useless	19. shingle
20. fairly	20. declared
21. greatest	21. trimmed
22. enjoyable	22. disturb
23. dreadful	23. sieve
24. action	24. workable
25. famous	25. quietly

LESSON 22

Basic List	Stretch List
Common Words	
1. haste	1. blossom
2. confess	2. complete
3. event	3. errand
4. limb	4. manufactured
5. soul	5. crumble
6. doubt	6. detective
7. quiet	7. graph
8. forbid	8. crouch
9. planet	9. metal
10. sewed	10. billboard
11. retire	11. merchant
12. prayer	12. cruelty
13. signed	13. skiing
14. talked	14. burglar
15. total	15. concluded
16. simply	16. proofread
17. voice	17. bellow
18. union	18. whisker
19. guest	19. cereal
20. whale	20. mentioned
21. growth	21. cottonseed
22. zebra	22. evaporate
23. folk	23. aspect
24. remains	24. cracker
25. visitor	25. foolishness

LESSON 23

Basic List	Stretch List
Word Endings	
1. patches	1. countries
2. fitted	2. reliable
3. hurried	3. following
4. laughed	4. cyclone
5. earlier	5. author
6. slipped	6. pirate
7. addressed	7. firm
8. stopped	8. stationary
9. wrapped	9. finals
10. stayed	10. helicopter
11. begged	11. pertaining
12. provided	12. migrate
13. joined	13. scoring
14. cherries	14. surgery
15. replied	15. loaves
16. gathered	16. freight
17. married	1 . northern
18. contained	18. cruise
19. repeated	19. evergreen
20. screamed	20. pepper
21. ordered	21. comma
22. samples	22. volcano
23. dealings	23. lotion
24. created	24. parlor
25. delayed	25. storage

LESSON 24

Basic List	Stretch List
Suffixes	
1. movement	1. general
2. monthly	2. ghost
3. lovingly	3. pore
4. membership	4. oatmeal
5. happiest	5. shawl
6. ownership	6. adopt
7. refreshments	7. supposed
8. protection	8. products
9. musical	9. furnished
10. payable	10. straighten
11. happier	11. presenting
12. remarkable	12. gathering
13. hopeless	13. recycle
14. treatment	14. prompt
15. happiness	15. barrels
16. properly	16. swiftly
17. fifteenth	17. prevail
18. plainly	18. suggested
19. investment	19. cunning
20. remittance	20. rumor
21. purely	21. glance
22. formal	22. charities
23. national	23. universe
24. payment	24. proclaim
25. faithful	25. supplying

LESSON 25

Basic List	Stretch List
Common Words	
1. muddy	1. independent
2. animal	2. chocolate
3. wired	3. explaining
4. clever	4. dramatic
5. rapid	5. rescue
6. complain	6. coarse
7. dealer	7. central
8. retail	8. included
9. local	9. example
10. adjust	10. pledge
11. owing	11. division
12. insult	12. reverse
13. seek	13. chapel
14. tumble	14. entirely
15. thoughts	15. rural
16. thrill	16. chosen
17. stiff	17. resign
18. visited	18. delighted
19. watched	19. excepting
20. favor	20. deposit
21. wicked	21. romantic
22. chief	22. inquired
23. canary	23. devoted
24. wears	24. confined
25. combine	25. congratulate

LESSON 26

Basic List	Stretch List
Number Words	
1. eighteen	1. regulation
2. eighth	2. cousin
3. eighty	3. canoe
4. fifteen	4. representing
5. fifth	5. incline
6. forty	6. neither
7. fourteen	7. engaged
8. fourth	8. decide
9. nineteen	9. you're
10. ninety	10. regarded
11. ninth	11. disappear
12. seventh	12. channel
13. seventeen	13. donation
14. seventy	14. requested
15. sixteen	15. chalk
16. sixty	16. escaped
17. sixth	17. humor
18. thirty	18. wreath
19. thirteen	19. secretary
20. third	20. written
21. twelve	21. celebrated
22. second	22. exact
23. twenty-five	23. victory
24. hundred	24. choose
25. million	25. verses

LESSON 25

Basic List	Stretch List
Common Words	
1. muddy	1. independent
2. animal	2. chocolate
3. wired	3. explaining
4. clever	4. dramatic
5. rapid	5. rescue
6. complain	6. coarse
7. dealer	7. central
8. retail	8. included
9. local	9. example
10. adjust	10. pledge
11. owing	11. division
12. insult	12. reverse
13. seek	13. chapel
14. tumble	14. entirely
15. thoughts	15. rural
16. thrill	16. chosen
17. stiff	17. resign
18. visited	18. delighted
19. watched	19. excepting
20. favor	20. deposit
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LESSON 26

Basic List	Stretch List
Number Words	
1. eighteen	1. regulation
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10. ninety	10. regarded
11. ninth	11. disappear
12. seventh	12. channel
13. seventeen	13. donation
14. seventy	14. requested
15. sixteen	15. chalk
16. sixty	16. escaped
17. sixth	17. humor
18. thirty	18. wreath
19. thirteen	19. secretary
20. third	20. written
21. twelve	21. celebrated
22. second	22. exact
23. twenty-five	23. victory
24. hundred	24. choose
25. million	25. verses

LESSON 27

Basic List		Stretch List	
Common Words			
1.	pupil	1.	element
2.	seals	2.	empire
3.	prevent	3.	calm
4.	chances	4.	hence
5.	contents	5.	abrupt
6.	beyond	6.	easily
7.	problems	7.	leash
8.	advance	8.	height
9.	quack	9.	advises
10.	tread	10.	vegetable
11.	remit	11.	fragrant
12.	avoid	12.	launch
13.	select	13.	heavily
14.	average	14.	gesture
15.	spare	15.	reckless
16.	quite	16.	echo
17.	poetry	17.	vigor
18.	toil	18.	realize
19.	refund	19.	grumble
20.	undertake	20.	valentine
21.	writes	21.	effort
22.	waiting	22.	inject
23.	windmill	23.	reduced
24.	witness	24.	jockey
25.	vanish	25.	whistle

LESSON 28

Basic List		Stretch List
Abbreviations		
1. January	Jan.	1. television
2. February	Feb.	2. hiking
3. March	Mar.	3. airtight
4. April	Apr.	4. installed
5. August	Aug.	5. experience
6. September	Sept.	6. sugar
7. October	Oct.	7. taxicab
8. November	Nov.	8. overhaul
9. December	Dec.	9. churches
10. months	mo.	10. science
11. United States	U.S.	11. selection
12. year	yr.	12. files
13. Minnesota	MN	13. search
14. mister	Mr.	14. suspect
15. mistress	Mrs.	15. seize
16. government	govt.	16. flame
17. doctor	Dr.	17. citizens
18. et cetera	etc.	18. instruct
19. postscript	P. S.	19. deny
20. forenoon	A.M.	20. provision
21. afternoon	P.M.	21. area
22. pounds	lbs.	22. drinking
23. street	St.	23. tractor
24. avenue	Ave.	24. score
25. county	Co.	25. private

NOTE: Students should be asked to write each word and its abbreviation and should be evaluated on both forms.

LESSON 29

Basic List	Stretch List
Common Words	
1. wound	1. quote
2. spy	2. custom
3. record	3. harness
4. square	4. gym
5. whether	5. raze
6. improve	6. taught
7. public	7. debate
8. princess	8. terror
9. thief	9. purpose
10. agree	10. stalk
11. minute	11. vacany
12. angel	12. quarters
13. altogether	13. capital
14. maintain	14. hasten
15. carrying	15. breathe
16. journey	16. telephone
17. daily	17. squall
18. cloudy	18. prospect
19. movies	19. starch
20. snowy	20. tongue
21. voted	21. deduct
22. steady	22. type
23. terms	23. yawn
24. until	24. deposited
25. wages	25. grate

LESSON 30

Basic List Common Words	Stretch List
1. burnt	1. energy
2. heart	2. collection
3. hero	3. pending
4. burst	4. lecture
5. organ	5. horizon
6. pear	6. involved
7. declare	7. briefly
8. queer	8. loyal
9. scarf	9. shield
10. worm	10. faucet
11. serve	11. serious
12. murder	12. justify
13. starve	13. luggage
14. purse	14. signature
15. steer	15. sentences
16. nurse	16. manners
17. cure	17. cabinet
18. modern	18. prowl
19. worse	19. feeble
20. quarter	20. jacket
21. earned	21. shortage
22. swear	22. flavor
23. entered	23. armor
24. pearl	24. educate
25. safety	25. shipped

GRADE 6

LESSON 1

SPELLING LESSONS

Basic List	Stretch List
Compound Words	
1. forehead	1. enemies
2. forenoon	2. advanced
3. landscape	3. defintion
4. grasshopper	4. desperate
5. bookkeeping	5. account
6. headquarters	6. abroad
7. lonesome	7. military
8. meanwhile	8. detailed
9. moreover	9. remembrance
10. northwestern	10. admired
11. ourselves	11. practicing
12. overcharge	12. humor
13. seesaw	13. petition
14. furthermore	14. bonnet
15. headache	14. enough
16. oversight	16. attain
17. typewriter	17. requirement
18. wholesale	18. favors
19. gentleman	19. intimate
20. smallpox	20. dismissed
21. coughdrop	21. guardian
22. freshman	22. entertaining
23. elsewhere	23. breeze
24. microwave	24. mathematics
25. footstool	25. exclaim

LESSON 2

Basic List	Stretch List
Common Words	
1. serious	1. burden
2. discuss	2. residence
3. colleges	3. desires
4. mystery	4. graduated
5. approve	5. delegate
6. reckon	6. advantages
7. gloomy	7. positively
8. affect	8. cousins
9. issue	9. attempted
10. caution	10. distribution
11. source	11. determine
12. error	12. historical
13. sermon	13. campus
14. faults	14. memories
15. blouse	15. athletics
16. attempt	16. quarry
17. hearty	17. discontinued
18. generous	18. desirable
19. special	19. features
20. described	20. attendance
21. transfer	21. convey
22. involve	22. intelligence
23. excess	23. crisis
24. terribly	24. equipment
25. legal	25. distinguish

LESSON 3

Basic List	Stretch List
Common Words	
1. acid	1. positions
2. degrees	2. established
3. confidence	3. despair
4. prettiest	4. phrase
5. hatred	5. indicating
6. quantity	6. disappoint
7. arrange	7. gracious
8. splendid	8. adjusted
9. interests	9. liability
10. whistle	10. eliminate
11. disgusted	11. merely
12. streak	12. relieved
13. liberal	13. aisles
14. awfully	14. bargain
15. afford	15. corresponding
16. progressive	16. disposing
17. equally	17. attempting
18. industry	18. respectable
19. opinion	19. persuade
20. anxious	20. license
21. saucers	21. counsel
22. photograph	22. descriptive
23. directly	23. continuous
24. diamond	24. maturity
25. policy	25. coward

LESSON 4

Basic List	Stretch List
Common Words	
1. debt	1. regard
2. hesitate	2. especially
3. presume	3. earnestly
4. frequent	4. controversy
5. connection	5. authority
6. tailor	6. replied
7. gossip	7. kindergarten
8. activity	8. mustard
9. surround	9. interval
10. Latin	10. spiritual
11. stretch	11. pamphlet
12. abandon	12. enclosing
13. horror	13. succeed
14. proceeds	14. assign
15. companies	15. sympathy
16. system	16. commerical
17. domestic	17. subscription
18. substance	18. curiosity
19. notified	19. suddenly
20. cooperate	20. stereo
21. memory	21. internal
22. publication	22. steadily
23. employ	23. assured
24. tobacco	24. specific
25. opera	25. definite

LESSON 5

Basic List	Stretch List
ing Endings	
1. chasing	1. seriously
2. inviting	2. represents
3. requesting	3. interrupt
4. shining	4. resort
5. beginning	5. temperature
6. dying	6. journal
7. lightning	7. remittance
8. skiing	8. bouquet
9. including	9. terrible
10. exciting	10. strength
11. consisting	11. dramatic
12. attending	12. specify
13. answering	13. religious
14. increasing	14. offense
15. judging	15. suspect
16. amusing	16. accepting
17. swimming	17. delicious
18. inquiring	18. associate
19. advising	19. transaction
20. accounting	20. partial
21. regretting	21. assurance
22. arriving	22. sponge
23. graduating	23. committee
24. assisting	24. solemn
25. advertising	25. deceive

LESSON 6

Basic List	Stretch List
Common Words	
1. decorate	1. compared
2. violin	2. revolution
3. factories	3. beautiful
4. vacancy	4. benefit
5. attitude	5. society
6. citizen	6. irrigate
7. envelopes	7. believe
8. manufacture	8. assemble
9. operate	9. exclusive
10. personal	10. announce
11. calendar	11. peculiar
12. forgotten	12. establishment
13. vitamin	13. alligators
14. energy	14. accomplish
15. accept	15. challenge
16. civic	16. mechanical
17. possible	17. automatic
18. gross	18. murmur
19. inspect	19. attendant
20. vanity	20. certified
21. accident	21. assistant
22. squirrel	22. mortgage
23. revenue	23. pigeon
24. punishment	24. decision
25. defective	25. circulation

LESSON 7

Basic List Multi-Syllable Words	Stretch List
1. agreement	1. engagement
2. convention	2. applying
3. imagine	3. compliment
4. banana	4. reverence
5. handkerchief	5. appeared
6. chocolate	6. ceased
7. salary	7. attaching
8. policies	8. pilgrims
9. finally	9. adjustment
10. favorite	10. angels
11. harmony	11. describing
12. alfalfa	12. boundary
13. catalog	13. multitude
14. adventures	14. committed
15. excellent	15. courteous
16. quality	16. receiving
17. museum	17. appreciated
18. premium	18. continue
19. sincerely	19. columns
20. argument	20. glorious
21. celebrate	21. merchandise
22. establish	22. civil
23. poverty	23. remedy
24. disaster	24. extension
25. horrible	25. examined

LESSON 8

Basic List	Stretch List
Common Words	
1. dismiss	1. aspect
2. magazine	2. commands
3. describe	3. certificate
4. salute	4. estimated
5. business	5. apparently
6. suggest	6. eligible
7. pronounce	7. concert
8. appeal	8. balance
9. humanity	9. political
10. autumn	10. contrary
11. channel	11. minimum
12. disease	12. atmosphere
13. satisfied	13. circular
14. balloon	14. responsible
15. examination	15. affectionate
16. easier	16. colony
17. failure	17. announcement
18. regularly	18. elaborate
19. neglected	19. attorney
20. assure	20. peril
21. apply	21. communities
22. organize	22. accompany
23. instrument	23. registration
24. concern	24. comply
25. beneath	25. mourn

LESSON 9

Basic List	Stretch List
ie - ei Pattern Words	
1. review	1. evident
2. either	2. occupy
3. freight	3. survey
4. mischief	4. believing
5. apiece	5. scatter
6. brief	6. deliveries
7. foreign	7. accordance
8. ancient	8. skinned
9. sleigh	9. profession
10. fierce	10. candidate
11. yield	11. slippery
12. series	12. helicopter
13. niece	13. satisfactory
14. seize	14. standard
15. belief	15. fascinating
16. height	16. fatal
17. grief	17. social
18. relief	18. accord
19. shield	19. tradition
20. views	20. cucumbers
21. weighed	21. achievement
22. patient	22. recognize
23. neither	23. sprinkle
24. receive	24. completion
25. neighboring	25. foliage

LESSON 10

Basic List	Stretch List
States	
1. Minnesota	1. squash
2. Iowa	2. odor
3. Wisconsin	3. flu
4. Missouri	4. accurate
5. Illinois	5. restaurant
6. Nebraska	6. receipt
7. Arizona	7. career
8. California	8. familiar
9. Colorado	9. audience
10. Florida	10. evidently
11. Texas	11. temporary
12. Michigan	12. scholarship
13. Nevada	13. assuming
14. New York	14. revised
15. Ohio	15. financial
16. South Dakota	16. demonstration
17. North Dakota	17. security
18. Washington	18. procession
19. Oregon	19. sheer
20. Wyoming	20. organization
21. Alaska	21. sleeves
22. Idaho	22. comparison
23. Maryland	23. speeches
24. Virginia	24. cathedral
25. Hawaii	25. semester

LESSON 11

Basic List	Stretch List
Irregular Spellings	
1. island	1. choir
2. daughter	2. summon
3. frighten	3. satisfy
4. neighbor	4. blizzard
5. ache	5. assortment
6. ought	6. scarlet
7. value	7. scenes
8. design	8. communication
9. length	9. aviator
10. salmon	10. occupied
11. listened	11. tournament
12. naughty	12. spaghetti
13. sought	13. acquire
14. pledge	14. scorn
15. tongue	15. basis
16. wreck	16. ruin
17. anchor	17. competition
18. knowledge	18. expenses
19. league	19. scarce
20. urge	20. pineapple
21. believed	21. carriage
22. palm	22. securing
23. dumb	23. pursue
24. hedge	24. select
25. scene	25. examine

LESSON 12

Basic List Vowel + r Words	Stretch List
1. carrier	1. promptness
2. editor	2. services
3. manager	3. struggle
4. commander	4. trial
5. preacher	5. presence
6. director	6. dignity
7. lawyer	7. adhesive
8. elevator	8. successful
9. instructor	9. approval
10. janitor	10. supplement
11. major	11. inhabitant
12. prisioner	12. they're
13. minister	13. activities
14. publisher	14. tendency
15. senior	15. interview
16. messenger	16. treaty
17. engineer	17. profitable
18. customer	18. locality
19. traveler	19. assistance
20. junior	20. unfortunate
21. pitcher	21. theater
22. treasurer	22. harmonica
23. visitors	23. scarcely
24. cashier	24. communicate
25. superior	25. swallow

LESSON 13

Basic List	Stretch List
Common Words	
1. bishop	1. cafeteria
2. sandwiches	2. artificial
3. machinery	3. prominent
4. interior	4. theory
5. submitting	5. grieve
6. cranberries	6. accuse
7. grateful	7. twenty-five
8. purpose	8. chemistry
9. sincere	9. disappeared
10. youngsters	10. gratitude
11. continent	11. tough
12. bicycle	12. inspiration
13. carnival	13. throne
14. budget	14. student
15. dictionary	15. electrical
16. cancel	16. bouncing
17. funeral	17. thorough
18. banquet	18. collector
19. furnace	19. actually
20. infant	20. transit
21. laundry	21. sufficient
22. paragraph	22. loyalty
23. priest	23. sentiment
24. costume	24. utilize
25. patterns	25. coconut

LESSON 14

Basic List	Stretch List
Suffixes	
1. selection	1. pursuit
2. production	2. supplies
3. satisfaction	3. suppose
4. valuation	4. accustom
5. transporation	5. secretary
6. supervision	6. trimmed
7. situation	7. mechanic
8. administration	8. binoculars
9. ignorant	9. magnificent
10. comfortable	10. toward
11. exception	11. campaign
12. combination	12. succession
13. affection	13. elapsed
14. sensible	14. substituted
15. destination	15. existence
16. expectation	16. threaten
17. composition	17. confirming
18. companion	18. umbrella
19. performance	19. gymnasium
20. foundation	20. unite
21. importance	21. theme
22. quotation	22. discussed
23. insurance	23. stewardess
24. management	24. tragedy
25. education	25. preliminary

LESSON 15

Basic List

Homonyms

1. capital capitol
2. course coarse
3. altar alter
4. principal principle
5. vein vain
6. ceiling sealing
7. cereal serial
8. foul fowl
9. bow bough
10. heal heel
11. wrote rote
12. wave waive
13. wade weighed
14. bored board
15. waist waste
16. stationary stationery
17. seem seam
18. peal peel
19. not knot
20. faint feint
21. steak stake
22. berth birth
23. hoarse horse
24. raise rays
25. close clothes

NOTE: Students should be asked to write both words and should be evaluated on the spelling of all words.

Stretch List

1. purchased
2. exist
3. justified
4. circumstance
5. severe
6. disposition
7. adjust
8. character
9. mere
10. exhaust
11. congratulate
12. simply
13. assembly
14. volunteer
15. colonel
16. icicles
17. urgent
18. literary
19. celery
20. certainly
21. effective
22. distress
23. developed
24. interfere
25. diameter

LESSON 16

Basic List	Stretch List
Common Words	
1. certain	1. appoint
2. supreme	2. discussion
3. according	3. districts
4. purchase	4. dispute
5. opposite	5. bulletin
6. distant	6. registered
7. blossoms	7. instance
8. process	8. admitted
9. admission	9. literature
10. natural	10. similar
11. canvas	11. acceptable
12. permitted	12. agency
13. stomach	13. exhibit
14. exceed	14. available
15. electricity	15. bonfire
16. rival	16. appointment
17. complaint	17. notify
18. climate	18. effects
19. usually	19. appreciate
20. destroyed	20. applies
21. studied	21. customs
22. possibly	22. possibility
23. astonish	23. credited
24. constantly	24. illustrate
25. various	25. emergency

LESSON 17

Basic List	Stretch List
Government Words	
1. election	1. application
2. government	2. silence
3. republican	3. edition
4. constitution	4. liquor
5. declaration	5. separate
6. independence	6. commence
7. liberty	7. precious
8. amendment	8. abundant
9. governor	9. engineering
10. council	10. confidential
11. democrat	11. description
12. democratic	12. publicity
13. democracy	13. imagined
14. legislation	14. particulars
15. resolution	15. agriculture
16. senator	16. precisely
17. sheriff	17. intelligent
18. cabinet	18. critical
19. document	19. sketch
20. politics	20. divine
21. president	21. compelled
22. caucus	22. distribute
23. vice president	23. confirmation
24. mayor	24. ignorance
25. representative	25. designs

LESSON 18

Basic List	Stretch List
Common Words	
1. avail	1. percentage
2. realize	2. rural
3. violence	3. qualities
4. cultivate	4. additional
5. opposed	5. useless
6. signature	6. peasant
7. affair	7. vague
8. border	8. opposition
9. actual	9. scenery
10. capable	10. valued
11. telegraph	11. vary
12. educational	12. necessity
13. experience	13. benefits
14. dividend	14. veil
15. surrounded	15. patronage
15. ruined	16. decent
17. exceptions	17. acquire
18. visible	18. venture
19. affected	19. undoubtedly
20. pioneer	20. muscle
21. strictly	21. virtue
22. cease	22. vacancies
23. charity	23. chorus
24. editorial	24. recommend
25. vigor	25. wealthy

LESSON 19

Basic List	Stretch List
re - Syllable Words	
1. recently	1. nonsense
2. recess	2. shepherds
3. recycle	3. decidedly
4. regret	4. receives
5. remembered	5. amusement
6. require	6. proposition
7. resign	7. obvious
8. respective	8. column
9. reverse	9. reduction
10. reality	10. furious
11. remainder	11. orchestra
12. relieve	12. personality
13. receiver	13. procure
14. resistance	14. obligations
15. release	15. referring
16. rejoice	16. comments
17. results	17. purposes
18. resolve	18. ornament
19. reserved	19. skis
20. reception	20. inquiry
21. refer	21. entertainment
22. region	22. mentioned
23. religion	23. discipline
24. remitted	24. possess
25. reduce	25. separately

LESSON 20

Basic List	Stretch List
Countries	
1. Canada	1. permission
2. Mexico	2. commit
3. Japan	3. paradise
4. France	4. session
5. Russia	5. defense
6. Germany	6. relative
7. China	7. organized
8. Ireland	8. disappointed
9. Norway	9. response
10. Spain	10. private
11. Australia	11. ambition
12. Sweden	12. prefer
13. Denmark	13. purchasing
14. Cuba	14. eternal
15. Italy	15. occasions
16. Israel	16. professor
17. Brazil	17. mysterious
18. Argentina	18. completely
19. Greece	19. register
20. Poland	20. device
21. Saudi Arabia	21. determined
22. Panama	22. decided
23. Lebanon	23. occur
24. Vietnam	24. arrival
25. Korea	25. observed

LESSON 21

Basic List	Stretch List
Possessive Word Phrases	
1. this boy's glove	1. arrangement
2. my aunt's friend	2. qualified
3. your father's suit	3. parcel
4. that man's ticket	4. reign
5. a friend's voice	5. persuaded
6. the boys' teams	6. community
7. one girl's guitar	7. crowded
8. at grandma's house	8. occupation
9. those ladies' dresses	9. rescue
10. use grandpa's car	10. prepared
11. the men's league	11. exactly
12. my mother's table	12. senate
13. your sister's family	13. occasion
14. doing one's best	14. referred
15. the snowman's hat	15. frequently
16. the teacher's desk	16. republic
17. in today's newspaper	17. passion
18. this year's report	18. reducing
19. the girls' teams	19. duplicate
20. that woman's garden	20. straightened
21. his grandmother's farm	21. debate
22. the children's phone	22. offend
23. a faculty wives' party	23. delicate
24. my brother's picture	24. separated
25. which farmer's tractor	25. nervous

NOTE: Students should be asked to write the entire phrase and should be evaluated on the spelling of all words in each phrase.

LESSON 22

Basic List	Stretch List
Prefixes	
1. uncertain	1. structure
2. prepaid	2. impulse
3. unknown	3. oppose
4. enclose	4. indefinite
5. disgrace	5. acquiant
6. renewal	6. illustration
7. disagreeable	7. all right
8. enable	8. numeral
9. discontinue	9. genius
10. encourage	10. scientific
11. unexpected	11. expensive
12. impossible	12. inquiries
13. entitled	13. improvements
14. indifferent	14. manual
15. international	15. glimpse
16. unsatisfactory	16. announced
17. disappear	17. mineral
18. unusual	18. justice
19. unpleasant	19. feeble
20. entitle	20. inability
21. removal	21. scheme
22. unkind	22. mortal
23. preview	23. realized
24. enforce	24. civilization
25. research	25. indicated

LESSON 23

Basic List	Stretch List
Common Words	
1. guessed	1. throughout
2. appear	2. rapidly
3. practice	3. particulars
4. adopt	4. vision
5. commerce	5. necessary
6. accepted	6. vacation
7. utterly	7. naturally
8. author	8. vanish
9. earnest	9. weary
10. formerly	10. attractive
11. wrap	11. bonus
12. proportion	12. rarely
13. injury	13. economy
14. terror	14. vicinity
15. probable	15. genuine
16. voyage	16. superintendent
17. extensive	17. voucher
18. situated	18. mutual
19. example	19. considerably
20. balanced	20. Christian
21. omitted	21. warrant
22. arrive	22. courtesy
23. effect	23. warrior
24. poultry	24. distinct
25. deny	25. welfare

LESSON 24

Basic List	Stretch List
Suffixes	
1. different	1. usual
2. location	2. sacred
3. dreadful	3. radius
4. happiness	4. admiration
5. confident	5. generally
6. regardless	6. thrilling
7. peaceful	7. radish
8. valuable	8. raisin
9. improvement	9. verse
10. invention	10. doctrine
11. doubtless	11. quantities
12. pavement	12. briefly
13. population	13. consequently
14. relation	14. violent
15. advisable	15. wander
16. agreeable	16. criticism
17. consideration	17. vital
18. locally	18. patience
19. suggestion	19. received
20. attention	20. canceling
21. favorable	21. whether
22. generation	22. ambassador
23. position	23. abuse
24. reliable	24. parcel post
25. adorable	25. accompanied

LESSON 25

Basic List	Stretch List
Science and Math Words	
1. computer	1. readily
2. orbit	2. charcoal
3. liquid	3. opportunity
4. multiple	4. accordingly
5. opaque	5. diesel
6. compass	6. officials
7. convex	7. economic
8. refraction	8. trifle
9. protractor	9. pageant
10. composite	10. liable
11. mammals	11. statistics
12. sphere	12. authorize
13. triangle	13. succeeded
14. concave	14. culture
15. centimeter	15. assume
16. kilometer	16. specified
17. millimeter	17. assigned
18. kilogram	18. unusually
19. decimeter	19. stomach
20. kilowatt	20. descend
21. reflection	21. style
22. rectangle	22. commission
23. reptiles	23. submitted
24. division	24. several
25. multiplication	25. cylinder

LESSON 26

Basic List	Stretch List
Common Words	
1. deposits	1. majesty
2. probably	2. impression
3. construction	3. annual
4. investigate	4. despise
5. refers	5. absence
6. instruct	6. triumph
7. federal	7. indicates
8. tonsils	8. influence
9. medium	9. equipped
10. ability	10. individual
11. weapon	11. manufacturer
12. difficult	12. responsibility
13. breast	13. essential
14. mirror	14. epistle
15. breathe	15. innocent
16. strict	16. jealous
17. promptly	17. university
18. article	18. mature
10. graduate	19. immense
20. spirit	20. numerous
21. cedar	21. encouraging
22. practical	22. difficulty
23. material	23. preference
24. exercise	24. initial
15. dessert	25. preparation

LESSON 27

Basic List	Stretch List
Suffixes	
1. intention	1. indicate
2. employment	2. treasury
3. invitation	3. previous
4. deduction	4. refrigerator
5. instruction	5. respectfully
6. development	6. procured
7. direction	7. publications
8. graduation	8. immediate
9. decoration	9. honorable
10. doubtful	10. apology
11. introduction	11. majority
12. objection	12. correspond
13. explanation	13. articles
14. observation	14. universal
15. investigation	15. hamburger
16. expression	16. eventually
17. operation	17. institute
18. straighten	18. aspirin
19. obligation	19. enclosure
20. correction	20. inevitable
21. conference	21. incident
22. conversation	22. watermelon
23. reference	23. dandelion
24. conviction	24. convinced
25. reasonable	25. destruction

LESSON 28

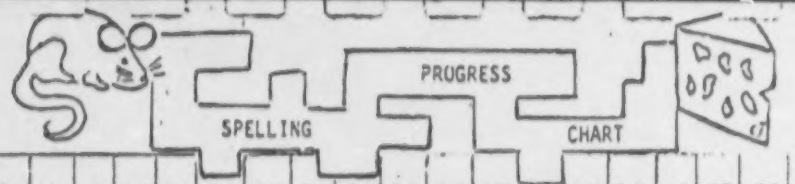
Basic List	Stretch List
Common Words	
1. complete	1. tremendous
2. acres	2. mansion
3. pressure	3. reasonably
4. solve	4. considered
5. grabbed	5. inclusive
6. territory	6. banjo
7. bracelet	7. proceedings
8. success	8. references
9. method	9. absolute
10. compel	10. appearance
11. proceed	11. antenna
12. assignment	12. evidence
13. depot	13. corporation
14. excitement	14. industrial
15. abstract	15. variety
16. servant	16. antique
17. includes	17. marriage
18. dreadfully	18. immortal
19. nephew	19. employee
20. expense	20. difficulties
21. attach	21. stadium
22. develop	22. physical
23. prompt	23. barber
24. misery	24. mosquito
25. cracker	25. physician

LESSON 29

Basic List	Stretch List
Science and Math Words	
1. fossils	1. execute
2. plankton	2. schedule
3. digits	3. heartily
4. velocity	4. personally
5. product	5. dispatch
6. bacteria	6. opinions
7. comet	7. faculty
8. function	8. manufacturing
9. percent	9. acknowledge
10. astronaut	10. itemized
11. satellite	11. investment
12. estimate	12. allowance
13. expansion	13. suggesting
14. contraction	14. groceries
15. radiation	15. institution
16. equation	16. jury
17. migration	17. moral
18. hibernation	18. experiment
19. asteroid	19. favorably
20. eclipse	20. instructed
21. hydrogen	21. extreme
22. volume	22. issues
23. decimal	23. grammar
24. fraction	24. observe
25. molecules	25. approach

LESSON 30

Basic List	Stretch List
con - Syllable Words	
1. consider	1. ordinary
2. confederation	2. appetite
3. connect	3. substitute
4. conclude	4. expedition
5. constant	5. scissors
6. continues	6. permanent
7. confirm	7. instinct
8. convince	8. marvelous
9. conceal	9. brilliant
10. concrete	10. merit
11. considerable	11. fortunate
12. consigned	12. extraordinary
13. confusion	13. instances
14. connections	14. criminal
15. congratulations	15. midst
16. conclusion	16. prior
17. contemplate	17. original
18. contribute	18. missionary
19. contract	19. impressed
20. construct	20. gradually
21. consists	21. novel
22. conquer	22. sacrifice
23. conflict	23. authorized
24. condition	24. moderate
25. concerned	25. facilities



NAME
GRADE 2

WEEK	1	2	3	4	5	6	RT	7	8	9	10	11	12	RT	13	14	15	16	17	18	RT	19	20	21	22	23	24	RT	25	26	27	28	29	30	RT
DATE																																			

Number Right

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PROGRESS

NAME _____
GRADE 3

WEEK	1	2	3	4	5	6	RT	7	8	9	10	11	12	RT	13	14	15	16	17	18	RT	19	20	21	22	23	24	RT	25	26	27	28	29	30	RT
DATE																																			

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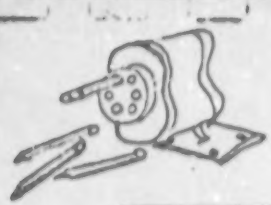
184



SPELLING PROGRESS CHART

NAME _____

GRADE 4 5 6

WEEK	1	2	3	4	5	6	RT	7	8	9	10	11	12	RT	13	14	15	16	17	18	RT	19	20	21	22	23	24	RT	25	26	27	28	29	30	RT
DATE																																				

%	%
100	100
96	96
92	92
88	88
84	84
80	80
76	76
72	72
68	68
64	64
60	60
56	56
52	52
0-48	0-48

-191-

NUMBER RIGHT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
PERCENTAGE	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80	84	88	92	96	100

DOLCH BASIC SIGHT VOCABULARY

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ask
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be
because
been
before
best
better
big
black
blue
both
bring
brown
buy
by
call
came
can
carry
clean
cold
come
could
cut
did
do
does
done
don't
down
draw
drink
eat
eight
every
fall
far
fast
find
first
five
fly
for
found
four
from
full
funny
gave
get
give
go
goes
going
good
got
green
grow
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help
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him
his
hive
hold
hot
how
hurt
I
if
in
into
is
it
its
jump
just
keep
kind
know
laugh
let
light
like
little
long
look
made
make
many
may
me
much
must
my
myself
never
new
no
not
now
of
off
old
on
once
one
only
open
or
our
out
over
own
pick
play
please
pretty
pull
put
ran
read
red
ride
right
round
run
said
saw
say
see
seven
shall
she
show
sing
sit
six
sleep
small
so

Dolch Basic Sight Vocabulary (continued)

some
soon
start
stop
take
tell
ten
thank
that
the
their
them
then
there
these
think
this
those
three
to
today
together
too
try
two
under
up
upon
us
use
very
walk
want
warm
was
wash
we
well
went
were
what
when
where
which
white
who
why
will
wish
with
work
would
write
yellow
yes
you
your

100 SPELLING DEMONS

ache
again
always
among
answer
any
been
beginning
believe
blue
break
built
busy
business
buy
can't
chose
color
coming
cough
could
country
dear
doctor
does
done
don't
early
easy
enough
every
February
forty
friend
grammar
guess
having
hear
heard
here
hoarse
hour
instead
just
knew
know
laid
loose
lose
making
many
meant
minute
much
none
often
once
piece
raise
read
ready
said
says
seems
separate
shoes
since
some
straight
sugar
sure
tear
their
there
they
though
through
tired
tonight
trouble
truly
Tuesday
too
two
used
very
wear
Wednesday
week
where
whether
which
whole
women
won't
would
write
writing
wrote
half

HOMONYMS

altar - alter
ate - eight
base - bass
be - bee
bear - bare
beat - beet
berth - birth
blue - blew
bow - bough
break - brake
buy - by - bye
capital - capitol
ceiling - sealing
cell - sell
cent - sent - scent
cereal - serial
course - coarse
dear - deer
die - dye
do - dew
dun - done
faint - feint
fair - fare
fir - fur
flee - flea
flew - flu - flue
flower - flour
foul - fowl
forth - fourth
four - for - fore
hair - hare
haul - hall
hay - heigh - hey
heal - heel
heard - herd
here - hear
hoarse - horse
hour - our
lie - lye
made - maid
mail - male
meet - meat
nay - neigh
new - knew
night - knight
no - know
none - nun
not - knot
one - won
owe - oh
pain - pane
pair - pare - pear
peace - piece
peal - peel
plane - plain
principal - principle
rain - rein - reign
rap - wrap
read - reed
read - red
real - reel
road - rode
sail - sale
see - sea
seam - seem
seen - scene
sew - so - sow
sight - site - cite
some - sum
steak - stake
steal - steel
sun - son
tail - tale
their - there
through - threw
to - too - two
troop - troupe
vane - vein - vain
wade - weighed
waist - waste
wait - weight
wave - waive
way - weigh
week - weak
whole - hole
wood - would
write - right - rite
wrote - rote

POLLOCK WORD LIST

Most frequently misspelled words by junior high school pupils in their daily written work.

their
there
they're

too
to
two

receive

writing
written
write
writer
wrote

coming

until

friend

believe

separate
separately

usually
unusual

character

finally

doesn't
does

business

decision
decided
decide

interesting

through

where

whether
weather

college

tried

which

all right

government
governor

studying
studied

truly

always

because

disappoint

ambition

sincerely
sincere

library

bicycle

captain

describe
description

fierce

grammar

occur
occurred
occurrence

across

beautiful

disappear

Indian

piece

stories
story

first

acquaint

before

presents

soldier

beginning
begin

our

speech

suggest

together

you're
your

chose

different

humor

necessary

ninth
ninety
nineteen

physical

scene

stopped

benefit

cousin

PREFIXES

Prefix	Meaning	Examples
a, ab	from, away	abnormal, avert
ad	to, toward	adjust, adjourn
be	to cover completely	belittle, beside
com, con	together, with	combine, connect
de	from, down	delegate, defeat
dis	apart, not	disappear, dismiss
en, in	in, into, among	enlist, indent
ex	out of, from	explosion, exceed
im	into, not	import, impossible
inter	between, among	interplanetary, interrupt
intro	within	introduce
mid	middle	midday, midnight
per	fully, through	perennial, percussion
post	after, behind	postpone, postscript
pre	before	precede, prelude
pro	for, forward, in front of	propose, program
re	back, again	receive, rebuild
sub	under	subway, submarine
super	over, above	supersonic, supervise
trans	across, beyond	transcontinental, transplant
un	not, opposite of	unmarked, unavoidable

ROOTS - (GREEK)

Root	Meaning	Example
aer	air, atmosphere	aerodonetics, aerate
astro	star	astronaut, astrodome
autos	self	automatic, automobile
bios	life	autobiography, biography
demo	people	democracy, demonstrate
geos	earth, land	geologist, geometry
graphein, grapho, gegrapha	to write, inscribe	graph, phonograph, monograph, graphic
heteros	other	heterodox, heterogeneity
homios	like, same	homogeneity, homogenous
legein, lego	to tell, to say	(see logos)
logos	word, thought, study of	geology, biology
micros	small	microscope, microcosm
monos	alone, only, once, one	monochord, monochrome
philos	friend	Philadelphia, philanthropy
phone	sound, tone, voice	telephone, phonic
physis	nature	physics, physical
polys	many	polygamy, polygamist
pseudos	lie, false	pseudonym, pseudoclassic
psyche	breath, life, spirit	psychometry, psychopath
scope	view	telescope, bioscope
sophos	wise, clever	philosopher, philosophy
telos	end	telephone, telegraph
tele	far	television
thermo	heat	thermometer, thermos

ROOTS - (LATIN)

Infinitive	Meaning	Examples
gere, ago, egi, actum	to act, do, arouse, to set in motion, drive, transact, sue	agent, act, action, actuality, actual, active, actor
capere, capio, cessi, cessum	to give ground, to yield, to seize	seceded, cede, secession
ducere, duco, duxi, ductum	lead	seduce, duct, conduct, ductile, abduct
facere, facio, feci, factum	to do, make	fact, factory, benefit, factor, fashion, factual
ferre, fero, tuli, (tolerabilis tollere, tolerare), latum	bear, carry	ferry, oblation, tolerate, ferret, tolerant, transfer, toleration
legere, lego, legi	choose, collect, gather, read	elect, reelect, select, lector, lecturer, legendary
mittere, mitto, misi, missum	send	emit, mission, remit, submit, admit, missive
movere, moveo, movi motum	move, arouse, excite	move, mobility, movable, movement, mover, movie
plicare (complicare) complico, complicavi, complicatum	to fold, confuse	complicate, duplicate, plicate, complication
ponere, pono, posui, positum	put, place	pose, opposite, post, position
portare, porto, portavi, portatum	carry	import, report, comport, port, export
regere, rego, rexi, rectum	to rule, guide, direct	direct, regular, rector, rectory, rex
scribere, scribo, scripsi, scriptum	to write	script, transcript, manuscript, inscription
specere, specio, spexi, spectum	to see	specious, specter, spectre, inspect
stare, sto, steti, statum	to stand, remain, endure	statue, insist, stationary, station
tenere, teneo, tenui, tentum	hold, have	tenuto, tenet, tenor, tenaculum

Roots - (Latin) (continued)

Infinitive	Meaning	Examples
tendere, tendo, tentendi, tentum, (tensum)	stretch out, extend, march toward	tend, tendency, tension, tender
venire, venio, veni, ventum	to come	event, convene, convention
videre, video, vidi, visum	to see	view, vision, visible, visit

SUFFIXES

Suffix	Meaning	Example
able, ible, ble	capable of being	terrible, serviceable
ance, ancy, ence, ency	state of being	conference, attendance
age	act or condition	poundage, marriage
al, ial	relating to	oral, normal
an, ian	pertaining to	human, American
ant, ent	being	defiant, errant
ate	to do or to make	radiate
ee	one to whom	draftee, employee
en	little, made of	kitten, olden
ent	one who	resident, student
ful	full of	graceful, thankful
fy, ify	to make	identify, magnify
ic	like, made of	plastic, magic
ion, sion, tion	act or state of being	action, discussion
ise, ize	to make	memorize, colonize
ity, ty	state of being	immensity, identity
ive	relating to	active, legislative
less	without	needless, hopeless
ly	relating to	active, legislative
ment	condition	agreement, development
ness	state of being	happiness, goodness
ory, ery	place where	factory, bakery
ous, ious, tious	full of	gracious, dangerous
self	belonging to oneself	himself, yourself
ship	condition or quality	friendship, township
some	group of	threesome, foursome
teen	of being	sixteen, subteen

SPELLING ACTIVITIES

The following spelling activities and games are among those successful practices shared by Rochester teachers.

1. Spelling Sentences
   Let the students write sentences, leaving blanks for the spelling words. The next spelling time, all students write the answers. The sentences can be done on plastic sheets for use on the overhead, too. Students like it and feel proud when the teacher reads their sentences. Also, it is a good time to check on capitals and periods.

2. Partner Word Study
   Each student has a 3 x 5 card (or a half sheet of paper). One student says a spelling word to another student. Then both students write the word on their card. When both finish writing the word, it is checked. Then the other student says a word. Their cards should be the same when finished.

3. The Mixed Up Letters
   On a half sheet of paper the students mix up the letters of the spelling words and put the correct spelling on the back. The next time you have spelling, the students exchange papers to see if they can spell the words right. (This is self-checking, too.)

4. Acting Out Is Fun!
   Act out a spelling word. Then have the students write the word before raising their hands.

5. Station Idea
   Have a shoe box of small letters. The students can use these letters to paste their spelling words together.

6. Checkers
   This is a spelldown in which the student who spells a word correctly "jumps" two persons in the direction of the end of the line. When the student reaches the end, he/she goes to his/her seat. The advantage of such procedure is that those who need practice remain while those who know the words have time for independent work. This may be called a "spell up" and the students move from the end of the line to the top when they drop from the line.

7. What's My Word?
   Each child has a different word. One stands in front of the group. Each student in turn may ask one question, then spell aloud the word that he/she thinks is the word of the one in front. The questions may concern the meaning, the beginning sound, a rhyming word, or the word root. The student who identifies the word takes the leader's position. This works best in small groups.

8. Correct The Mistake
Students alternate writing spelling words on the board. The first misspells the word but must use all the letters in the word when correctly spelled. The second corrects the word. The third writes a misspelled word and so on. At all times the list of words correctly spelled is on the board. It is all right for the misspelled word to spell another word correctly, but it still must be changed to one of the words in the spelling lists. Two teams can compete in this activity.

9. Travel
"Ticket salesmen" are appointed for various points such as "Airplane ride to New York," "Bus ride to Los Angeles," "Train ride to Chicago." Each has a group of words. Students, in turn, apply for tickets and are given them after spelling all the words on the salesman's list. A variation might be a County Fair or a Circus.

10. Description
This can be an individual exercise or a competition between two or more groups in which the group members take turns in adding one word at a time. The teacher asks the students to write all the words they can think of that might be used to describe the classroom: a tree, Santa Claus, the President, astronaunts, their brothers, and so on. A time limitation adds interest.

11. Spell Up
This is the "old-fashioned" Spelling Bee with this exception—instead of the teams lining up, each team member remains seated until he/she misses a word. Then he/she stands. When a player misses a word, one standing is given a chance to spell the word correctly. If he/she succeeds, he/she sits down.

12. Novelty Spelling
Instead of calling words from a spelling list, the teacher asks such questions as: "Spell a word that rhymes with joint." "Spell a word containing ph which sounds like f." "Spell cover with a prefix." (uncover or discover) "Spelling tooth with a suffix."

13. Telephone Orders
Divide class into pairs. Each takes a few minutes to prepare his/her order, using a dictionary to be sure items are correctly spelled. Then, with toy telephones as props, one child phones order to the other, who is acting as grocery clerk, proprietor of a sporting-goods store, or manager of a clothing shop. The clerk writes down buyer's order. They change places and first child takes an order. Together, they check lists, studying and rewriting until each can spell both lists.

14. Find the Words
To give further drill in a weekly spelling list, the teacher may suggest things children can find in their week's words. For example, "find the words that have prefixes," "that have suffixes," "that have double consonants," "that have silent letters," "that have three syllables," and so on. Some weeks they may be able to find homonymns, synonyms, or antonyms. The things to find will vary with the word lists, of course.

15. Challenge
Use many techniques to add variety to oral spelling. Sometimes, give a spelling word to a child and after he/she has spelled it, call on another to agree or to challenge the spelling. Or have a "challenge" quiz some day. One child announces, "I can spell satisfaction. Anyone want to challenge me?" Thereupon, the first one spells it. If he/she is right, he/she gets one point. If he/she is wrong, the challenger gets a point. Then the challenger spells a word, and so on.

16. The Nym Game
Teams are chosen, also a caller and a scorekeeper. Caller gives the first word and says whether it is a synonym, antonym or homonym. If the word is "red," the participants write the word and the homonym, which is "read." If he/she calls "synonym" and "little," the children write the word and as many synonyms for "little" as possible. This game is fun to play when one of the "nym" groups is being introduced. Later in the year when the children can differentiate between the "nyms," all three can be used in the same grade.

17. Baseball Spelling Game
Class is divided into two teams. Captains may choose teams. Teacher is the pitcher. Spelling word is pronounced. First batter spells word. If correct, he moves to first base. (Chairs may be used as bases.) Second batter spells next word. If correct, first batter moves to next base, etc. When first batter has moved around all bases to home, he scores a point. After three outs, the next team spells words. Continue play until all students have had a chance to bat.

18. Station Activity
Write the letters of the alphabet three times, with each letter written on one inch squares of oak tag. Add some extra vowels. Place these in a Pringle Potato Chip can which has been decorated. Have children shake out 12 or 15 squares and see how many words they can make. Write them on a piece of paper. Any number can play at one time.

19. Guessing Game
Use words from weekly list. Say "I am thinking of a word that . . . ." Then give a clue such as "It begins with," "ends with," or "has in the middle." Call on specific children to answer. They should say "is it —" and then spell it. After their answer, the leader should say, "Yes, it is —" and spell it, or "No, it is not —" and spell it. The child who answers correctly becomes the leader and chooses another word.

20. Riddle Fun

Make up riddles from the word list. They must be in the form of a question or in statements. It gives excellent dictionary practive as students try to stump each other. Teams are formed. While the first team asks each one in the second team their riddles, their word lists may be out. Then their list are put away when they are quizzed. A tally is given for each riddle and word spelled correctly. Example: What is a building or group of buildings where things are manufactured? Answer: factory. Spell it.

21. Pantomiming Compounds
Students work in pairs, each taking one part of the compound to pantomime. Call on classmates to guess and spell the word. That pair may then pantomime their compound. Example: Upstairs. One partner points up, the other pretends that he/she is climbing upstairs.

22. Reverse Spelling Bee
In this bee the class is divided into two teams. They all stay seated. If a word is missed, the pupil stands by his/her desk. These students have a chance to get back into the game by having the first chance to spell a misspelled word. The bee can end anytime. The team with the least members standing wins.

23. Word-O-Grams
Ditto off sheets of graph paper and have students make word-o-grams from a word list. All of the graphs need not be covered. Have students exchange with their classmates.

24. Spelling Bingo
Each child folds a sheet of paper into 16 squares. The teacher writes on the chalkboard 16 different words relevant to a particular generalization. Each child copies the 16 words on his/her paper, putting only one into a square and determining the locations for himself. The teacher erases the board and proceeds to call out the words, one at a time. Each pupil puts dry beans or discs on the appropriate squares. When a pupil has a row or diagonal filled, he/she calls out, "Spelling Bingo!" and reads the words aloud. Classmates and teacher help the student check his/her work.

25. Another Spelling Bingo
Each student selects five words at random from the spelling list and writes them on a piece of paper. Choose one student to pronounce and spell his/her words. If another student has three of the same words spelled correctly, he/she shouts, "BINGO!" Winner leads the next game.

26. Alphabet Bingo
Two teams distribute alphabet letter cards to each team member (one full set per team). How many cards each member gets depends on number of members. Pronounce a word. Team that gets their letters ordered first gets a point. Play to number of points you wish.

27. Adding Up Words
Combine spelling and math. Letter the alphabet across the chalkboard large enough for all to see. Under the letters, beginning with A, place the numbers 1-26. Decide in advance if you are going to play with three-, four-, or five-letter words. The player who is IT names a spelling word. The first person who gets the total of letters correct becomes IT. For example, the word COW would be 41 (3 + 15 + 23).

28. ABC Order
When studying ABC order, we did activities with alphabetizing our spelling words. Use chalkboard, chart, or individual papers. We divided into teams and compared the lists from each them for self-correction.

34. Mind Reading

A list of words relevant to a certain generalization is written on a chalkboard, e.g., making, caring, sliding, driving, whining. "It" stands near the list and silently chooses one of the words. He then whispers his choice to the teacher. The children raise their hands and "It" calls on one of them. The chosen pupil asks, "Are you thinking of sliding?" This continues until the word has been guessed. The winner is "It" for the next round of Mind Reading.

35. Spelling Kickoff

Draw a football field on a 24" by 36" piece of tag board or cardboard. Leave a 1½" margin, and draw the 5-yard lines 1½" apart. Mark the 10-yard lines. If you want goalposts, use pipe cleaners or lollipop sticks. Make two football-shaped markers, one for each team's place on the field, or mark one on both sides.

Write spelling words on 1½" by 3" oak-tag cards or index cards. Assign a "yardage value" of 1 to 10 to each card, according to the difficulty of the the word, and indicate it on the card.

Give each team an equal stack of cards, with various yardage values shuffled throughout. Start the game as football does—with a toss of a coin.

Have Team A, the one "receiving the ball," place the marker on the 20-yard line. Team B "kicks off" to Team A by dealing one card from the top of its deck, pronouncing the word clearly. The player on Team A writes the word. If the player spells the word incorrectly, the team loses the yardage value.

A team has four chances to gain 10 yards and make a "first down." If Team A fails to make the first down with four words, Team B takes over the same position on the field but advances toward Team A's goal.

When a team crosses the goal line, it gets six points for the "touchdown" and kicks off to the other team.

The game can be played for set periods, or until all the cards are used up.

36. Anagrams

An anagram is a word, containing letters, which when used in a different order, make another word. Here are some examples:

smile	miles	stable	tables
resist	sister	stake	takes

Everyone in a room may work on these at the same time, even though scores are kept by teams. This is an excellent device to encourage dictionary use.

37. Take a Chance

Words relevant to a particular generalization are written on separate slips, folded, and placed in a box. One at a time, every pupil in the group draws a slip but does not look at it. He hands it to the teacher or to "It" who pronounces the word for the pupil to write on the chalkboard. If the word is spelled correctly, the teacher or "It" keeps the slip. If the word is misspelled, the pupil keeps the slip. Pupils who have no slips at the end of the round are the winners of Take a Chance.

38. Write or Wrong
Two teams are established and their members make out individual name tags, which are collected facedown and separated into two piles. The teacher calls out a spelling word relevant to the generalizations of the present or past week. Members of both teams write the word on paper at their seats. The teacher selects a name tag from Team A's pile and calls upon the owner to show his/her word to him/her and then copy it on the board for the class to see. If he/she can do so correctly, his/her team gets a point, but if he/she fails, a tag from the opposing team is picked. With each new word, during Write or Wrong all tags are returned to their proper pile so that every pupil has a chance to be chosen for any one word.

39. Spelling Bankbook
A large piggy bank is drawn on the chalkboard, surrounded with coins labeled from 1¢ to 10¢. The class is divided into spelling teams. Each team has a chance to build the biggest bankbook for his/her group by choosing the coin he/she wants to put into the piggy bank. The list of words are arranged in order of difficulty and the children decide whether to take a chance on a hard word or an easy one. A 1¢ word is easier than a 5¢ word, and a 5¢ word is easier than a 10¢ one. A bankbook is drawn on the board for each team; and after all have had a chance, we tally the team scores.

40. Missing Relay
The teacher writes on the chalkboard identical lists of words, each with a missing letter. There are as many words in each list as there are children on each of the teams, and the words relate to certain generalizations. At a signal the first child on each team goes to the board and writes in the missing letter in one word listed for his/her team. The first team to complete all the words correctly wins the Missing Relay.

41. Printer's Words
The teacher distributes a portion of a newspaper (advertisements and articles) to each pupil, who is then asked to circle with a crayon or colored pencil any three two-letter words he/she can find. At a signal from their teacher, all children who have completed the task stand at their desks. Every pupil who can pronounce the Printer's Words circled by him/her is a winner.
Variation: The game may be repeated for three-, four-, and five-letter words, depending upon the interest and maturity of the group.

42. Word Race
Teams are selected and the first player or captain of Team A writes on the board a generalization studied recently. The second player on Team A writes correctly a word that relates that generalization. Team A continues to play until one of its members cannot write a word or writes one incorrectly. Then it is Team B's turn, and its first player chooses to write a different generalization. The team that has written the most words by the end of the game wins Word Race.

43. Which Ones Rhyme? (1-2)
Purpose: To provide practice in discerning rhyming words
Directions: Prepare word cards that can be paired as rhyming words. Put one word on each card and make enough so that a card can be given to each pupil. Scramble the cards, distribute them to the pupils. Ask a child to stand and say his/her word. The child with the rhyming word should then stand and say his/her word. Display paired cards in a chalk tray. Continue until all words have been paired.

44. What's In The Bag? (1-2)
Purpose: To provide practice in identifying long and short vowel sounds
Directions: Have each child place a picture of something whose name begins with a specific sound (consonant or vowel) in a paper bag. Call upon the child to stand up, hold up his surprise, and give some clue such as, "I have something in this bag whose name begins with ____. It is good to eat." Class members are called on to name the object in the bag.

45. Thumbs Up - Thumbs Down (1-2)
Purpose: To provide practice in discerning the position of consonant sounds in a word
Directions: Pronounce such words as keep, book, kitten, cake, and dark. Have the pupils point thumbs up if they hear the K sound at the beginning of the word and point thumbs down if they hear it at the end. Call on one child to tell the correct response.

46. Beginning Consonant Sounds (1-2)
Purpose: To provide different and interesting drill in beginning consonant sounds
Directions: Each pupil folds a piece of paper into eight parts. Have each pupil write in each box the letter that stands for the beginning sound of a word after you say it distinctly and use it in a sentence. Suggested sentences:

Please give me a drink of water.
That waste paper will burn fast.
I don't know when we will run.
The teacher praised Dan for his work.
We all watched Larry walk.
She liked to do jigsaw puzzles.
I asked Mother to go with us.
He bought a big candy bar.

47. Picture Names (1-2)
Purpose: To give experience with initial letter sounds
Directions: Give a picture of some familiar object to each child. One by one exhibit to the class another series of pictures. Each child is to stand when you show a picture of an object whose name begins with the same sound as the name of the object in his picture.

48. Word Helpers (1-2)
Purpose: To give children practice in word choice and beginning sounds
Directions: Word meaning, say the following orally, "What s word do you think of when I say:

"what do you use a soda straw for? (sip)
"unhappy? (sad)
"shines in the sky during the day? (sun)
"to cry very hard? (sob)
"a boy's name? (Sam)
"resting on a chair? (sit)
"what will the sun do at the end of the day?" (set)

The response may be oral or written or both.

49. Pronounce a Word (1-2)
Purpose: To provide motivation for spelling a variety of words with same beginning sound
Directions: Ask the children to give the name of animals that have the same beginning sound as the word you said. Example: Say boy. The children may respond with bunny, badger, bull, bird, etc. You may do similar things with whatever categories you choose - articles of clothing, food, etc.

50. Sound Down (1-2-3)
Purpose: An activity to help children with ending or beginning sounds
Directions: Have the whole class stand and listen for the ending sounds you will pronounce in a normal way. Call on individual children to name the letters that spell the ending sounds of the words or beginning depending on what you choose. If a pupil names the wrong letter, he/she remains standing; if he/she names the right letter, he/she sits down. The winning team has more pupils who are sitting. The following words may be used:

send	food	tell
took	sat	from
old	down	bed
can	boat	black
dog	hand	not

51. Bounce-A-Rhyme (1-2-3)
Purpose: To develop auditory skill and sensitivity to rhyme
Directions: Bounce the ball for each rhyming word you can name. Example. Bounce the ball to the word day. Child: Day - say - pay - may

52. Hear It - Spell It (2-3)
Purpose: To develop auditory-visual discrimination of vowel sounds and symbols
Directions: Write incomplete word forms across the board. Example:

h_t	h__t	h_t
hat	heat	hot

Listen to the words that are pronounced. Fill in the missing space with the proper vowel or vowel teams.

53. Change Seats (2-3)
Purpose: To develop auditory perception of consonant digraphs
Directions: Give each child a card containing one of the consonant digraphs: sh, ch, th, th, or wh. Call out words beginning with those digraphs. Children who have the consonant digraph with which the word begins will change seats each time.

54. Around the World (2-3)
Purpose: To provide practice in identifying vowel sounds
Directions: Start pupils on a world-wide search for objects whose names have long or short vowel sounds. Say, "I went hunting for long a sounds; I found a whale. Now Ed, what did you find with a long a sound?" Ed might reply, "I found an acorn. Ann, did you find anything with a short e sound?" The game continues until all pupils have participated.

55. Now Hear This! (2-3)
Purpose: To identify sounds in known vocabulary
Directions: A phonetic sound is written on the board. Children make up lists of words containing that sound. For example, ch sound might bring forth such words as church, chowder, inch, chest, or lunch. A word such as machine would not be counted right since it is a different sound, despite the ch letters. This activity can be done on a time basis, five minutes, if desired.

56. Detective (2-3)
Purpose: To give the student an opportunity to analyze phonetically
Directions: One pupil is chosen as the detective. He/she selects a secret word from the week's list and gives clues about the word until a classmate discovers what the secret word is. This child then becomes the detective and the game continues. Encourage the use of phonetic clues and interrupt the game when phonetic or structural misunderstandings become evident.

57. What's My Word? (2-3)
Purpose: To provide practice in analyzing words
Directions: Each child has a different word. A leader stands in front of the group. Each student in turn may ask one question of the leader, then spell aloud the word that he/she thinks is the word of the leader. The questions may concern the word meaning, the beginning sound, a rhyming word, or the word root. The student who identifies the word takes the leader's position.

58. Round and Round (2-3)
Purpose: To provide practice in sounding out words from picture clues
Directions: Cut a large tag board or cardboard circle. With a paper fastener, attach a pointer to the center of the circle. Paste pictures that illustrate words from the spelling list around the outer edge of the circle. Each player in turn spins the pointer and spells the word for the picture indicated. The team spelling the most words correctly wins the game. Change pictures for a new game. Variation: Print spelling words around the perimeter of the circle. Each player spins the pointer without looking. He is told the word he has picked and is asked to spell it. Change and add words frequently.

59. Blend Words (4-5-6)
Purpose: To develop new words by combining the sounds and meanings of old words
Directions: Write the pairs of words on the board. Have each class member write down the new word by combining the beginning of the first word and the ending of the second.

Examples:

crack + squeak = creak	splash + spat = splat
smoke + fog = smog	fry + sizzle = frizzle
twist + whirl = twirl	flash + blush = flush
spot + blotch = splotch	brush + room = broom

60. Vowel Combinations ei, or ie (4-5-6)
Purpose: To know when to use ie and ei. (When children are in doubt, encourage them to use the dictionary.)

rec _ _ ve	bel _ _ ve
ach _ _ ve	pat _ _ nce
w _ _ ght	gr _ _ f
misch _ _ vous	rel _ _ f

(A hint: i comes before e except after c. There are exceptions as leisure and Geiger counter.) The above list is only a sample.

61. Hangman (2-3-4-5-6)
Purpose: to visualize words from number and position of letters
Directions: Divide the class into teams and draw two gallows on the board. Under each gallows the team captain will draw the number of blank spaces for a spelling word. The other team must fill in the blanks by guessing until they know what the word is. As each child is called upon, he/she guesses a letter that may fit. If the letter is correct, it is put in its proper place on the board. If the same letter appears twice in a word, it is put in both places. If the letter named is not in the word, then a head, or a part of the body, is drawn in a noose on the gallows. Alternate teams and words. With each miss, additional parts of the body are added to the man on the gallows until he is officially hanged. The first team to get its man hanged is the loser. Establish ahead of time how many parts each stick figure will have.

62. Spell - Talk (2-3-4-5-6)
Purpose: To gain speed in spelling and practice in listening
Directions: Pupils say a sentence but instead of saying the spelling word, they spell it out. Example: He got up e-a-r-l-y. A pupil may respond with "That's why he was here b-e-f-o-r-e me."

63. Chain Spelling (2-3-4-5-6)
Purpose: To visualize words with particular attention to initial and final letters
Directions: Divide the class into two teams. The first player on Team 1 spells a word. Then the first player on Team 2 must spell a word beginning with the last letter of that word. The second Team 1 player must then spell a "chain word" and so on. Set a time limit for responses. Count one point for each correct spelling.

64. Making New Words (3-4-5-6)
Purpose: To build new words using prefixes and suffixes
Directions: Write one column of word beginnings and another column of word endings and a column of root words. The children form as many words as they can, using these word parts. This can be a class, team, or small group activity. Sample column:

re	light	ing
un	paint	ed
sub	tract	ful
de	cover	ous
dis	care	less

65. Crossword Puzzles (3-4-5-6)
Purpose: To visualize a word and think about its meaning
Directions: For a quiet game or for seatwork, have the pupils use their spelling words to make up crossword puzzles. Have them exchange puzzles. Puzzles may be the standard form or this type using three or four letter words.

N	E	W
E	V	E
W	E	T

1. Antonym of old
2. Night
3. Water is this.

66. Word Spreader (3-4-5-6)
Purpose: To provide practice in expanding words
Directions: Draw blocks on the board. The first child from each team writes a letter in one of the squares of the top row. Vowels are easiest to build on. A child from the other team then adds a letter, and so forth, alternating teams, seeing who can spread a word the farthest.

	O		
	O	N	
S	O	N	
S	O	N	S

	E		
B	E		
B	E	E	
B	E	E	F

67. Fix Them Up (4-5-6)
Purpose: To make children aware of correct spelling and formation of compound words
Directions: Rearrange the following incorrectly written compound words.

birthground	downbody	cowbow	ballfast	bedselves
everystairs	themwalk	forday	airroad	railplane
breakshine	sideroom	rainboy	playgot	sunpoint

68. Dictionary Usage (1)
Purpose: To provide practice in alphabetical arrangement of words
Directions: Throughout the year numerous references can be made to the dictionary for the recognition of the names and shapes of the capital and lower case letters. The number of references to dictionary pages will vary with the circumstances and the class. Certainly the teacher should take advantage of every opportunity to use the simple beginning dictionary.

69. Picture Dictionary (1-2-3)
Purpose: To provide practice in alphabetizing and spelling
Directions: Develop a picture dictionary card catalog, using 5 x 8 cards and a shoe box. File the words alphabetically. Each new word on the class list is printed on a card. Children may illustrate the word on the back of the card by either drawing a picture or pasting on one that has been found. They can be used by partners as flash cards. When shown a picture, the child must correctly spell the word. Replacing the cards in their correct places is a good exercise to strengthen alphabetizing.

70. Alphabet in Code (2-3-4-5-6)
Purpose: To provide practice in "thinking" alphabetically
Directions: Instead of using letter alphabet, make up a code using numbers for each letter of the alphabet: A-1, B-2, C-3, etc. Class has to match spelling word with code word. Words, phrases, or sentences may be used. Children may illustrate these.

71. Dictionary Detectives (2-3-4-5-6)
Purpose: To provide practice in locating words and paraphrasing the definition
Directions: A word from the spelling list is announced by the leader. Each student tries to find the word in his/her dictionary. The first to find it raises his/her hand. The student must tell the page number where the word is found, and give the definition in his/her own words. If the leader isn't satisfied with the paraphrasing, another class member may be called upon.

72. ABC Order (2-3-4-5-6)
Purpose: To provide practice in alphabetical arrangement of words
Directions: Give each player a packet of cards. At a signal each player arranges his/her word cards alphabetically. The first one to finish correctly scores five points, the second one finished scores four points, and so on. When all have finished, each child passes his/her packet of word cards to the player on his right. Cards are shuffled and at a signal play begins. The scores are recorded. The game continues until a predetermined score is reached.

73. Antonyms Wanted (3-4-5-6)
Purpose: To provide practice with antonyms
Directions: List several words in one column on the chalkboard and list the first and last letter of an antonym for each word in a second column (such as proud - h _ _ _ _ e). Set a definite time limit for filling the blanks. The pupil with the most nearly complete list wins. In case of a tie, the pupil who can give the greatest number of additional antonyms wins.

74. Spell One the Same (4-5-6)
Purpose: To provide practice with synonyms
Directions: The class is divided into teams. From a list of words on the board, one player selects a word and tries to spell a synonym to score a point for his/her team. If the word is spelled incorrectly, the next team may try the word.

75. Word Hunt (4-5-6)
Purpose: To provide practice in locating entry words and related information
Directions: The teacher will pronounce a word. The children are to find the word quickly. Questions may be asked regarding the following:

1. Definition
2. Prefix
3. Page number
4. Accented syllable
5. Guide word
6. Parts of speech

76. Troublesome Words (4-5-6)
Purpose: To strengthen the pupil's ability to distinguish meanings and pronunciations of words that sound alike and are spelled similarly
Directions: Select word pairs that fit the student's vocabulary and interest levels. Look up each word in the dictionary and learn its pronunciation and meaning. Use each word in a sentence to clarify the meaning. The teacher may wish to include these words in the weekly spelling list.
Examples:

patient	accept	dairy	celery	petals
patience	except	diary	salary	pedals
desert	access	compliment	prophet	
dessert	excess	complement	profit	

77. Make a Word (4-5-6)
Purpose: To develop visual and auditory perception of initial and final consonants
Directions: Write a spelling word vertically on the chalkboard. Write the word backward in a column opposite the correct spelling. Example:

l	e
a	t
t	a
e	l

Have the class write words beginning with the letters in the first column and ending with the ones in the second column (like, at, tea, etc.). The pupil who finishes first wins.

78. Writing Sentences (2-3)
Purpose: To extend the use of spelling words and English skills in written work
Directions: Use the words in the spelling list in one or more of the following ways.

1. Dictate simple sentences.
2. Students write oringinal simple sentences.
3. Students write a paragraph or story using assigned words.
4. Write rhyming words.

79. Writing Sentences (4-5-6)
Purpose: To extend the use of spelling words and English skills in written work
Directions: Use the words in the spelling list in one or more of the following ways.

1. Sentences
2. Sentences in which verb and/or subject is circled
3. Sentences divided between subject and predicate
4. Sentences using pronouns
5. Use possessiyes, plurals, contractions or quotation marks in sentences.
6. A sentence, paragraph, or story using the assigned words
7. Write rhyming words, synonyms, or antonyms for as many words as possible.

80. Typewriter
Each student is named a different letter of the alphabet. If there are more than 26 children in the group, names some blends or double letters. Then the teacher says one of the spelling words and children stand and say their letter when it occurs in the word.

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